THE UNIVERSITY OF SCRANTON

A Jesuit University

1998-99

Undergraduate Catalog

1998-1999 UNIVERSITY OF SCRANTON ACADEMIC CALENDAR

FALL 1998 SEMESTERS SPRING 1999

Aug.	27	Dexter Hanley College Student Orientation	Jan. 27
Aug.	29	Housing opens for new students	
Aug.	29-30	New Undergraduate Student Orientation	
Aug.	30	Housing opens for returning students	Jan. 31
Aug.	30	Enrollment Verification Arena/continuing students	
Aug.	30	Graduate School Orientation	
Aug.	31	Classes Begin	Feb. 1
Sept.	3	Holy Spirit Liturgy	
Sept.	4	Last Day to Add Courses	Feb. 5
Sept.	7	Labor Day, No Classes	
Sept.	9	Last Day 100% Refund (Non-flat rate only)	Feb. 10
Sept.	11	Last Day to Declare Pass-Fail	Feb. 12
Sept.	16	Last Day 75% Refund (Non-flat rate only)	Feb. 17
Sept.	23	Last Day 50% Refund (Non-flat rate only)	Feb. 24
Oct.	2	Inauguration	
Oct.	2	Last Day 25% Refund (Non-flat rate only) and Last Day to Drop Classes	March 3
Oct.	7	Last Day to Elect Audit Grade Option	March 10
Oct.	7	Incomplete Grades Due	March 10
Oct.	7	Quarter Ends	March 10
Oct.	14	Quarter Grades Due	March 17
Oct.	9	University Housing closes at 6:00 p.m.	March 26
Oct.	10	Semester Break Begins	March 27
		Easter Sunday	Apr. 4
Oct.	13	University Housing re-opens at noon	Apr. 5
Oct.	14	Classes Resume after Break	Apr. 6
Oct.	24	Graduate School Comprehensive Exams	Apr. 17
Nov.	11	Last Day to Withdraw	Apr. 14
Nov.	25	University Housing closes noon	
Nov.	25	Thanksgiving	
Nov.	29	University Housing re-opens noon	
Nov.	30	Classes Resume After Holiday	
Dec.	4-10	Last Week of Classes (No Exams)	May 7-13
Dec.	10	Last Day of Class	May 13
Dec.	11	Study Day	May 14
Dec.	12	Final Exams Begin	May 15
Dec.	17	Semester Ends	May 20
Dec.	18	University Housing closes at noon	May 21
Dec.	21	Final Grades Due by Noon	May 24
		Graduate School Commencement	May 29
		Undergraduate Commencement	May 30
		University Housing closes at noon	May 31
		Memorial Day	May 31

SHORT SESSIONS

Intersession 1999			Summer Sessions 1999 I	Grad	II
Jan.	3	University Housing Opens at noon	June 1		Jul 5
Jan.	4	Classes Begin	June 2	June 21	Jul 6
Jan.	5	Last Day to Add	June 3	June 22	Jul 7
Jan.	5	Last Day to Declare Pass-Fail Option	June 3		Jul 7
Jan.	6	Last Day 100% Tuition Refund	June 4	June 23	Jul 8
Jan.	7	Last Day to Drop/50% Tuition Refund	June 7	June 24	Jul 9
Jan.	15	Last Day to Elect Audit Option	June 15		Jul 19
		Last Day to Register for Grad Comps		June 11	
		Independence Day Holiday	Jul 5	Jul 5	Jul 5
		Graduate Comp Exams		Jul 17	
Jan.	22	Last Day to Withdraw	June 23	July 21	Jul 23
Jan.	27	Graduate Final Exams Begin	June 28	July 28	Aug 2
Jan.	29	Undergraduate Final Exams Begin	Jun 29		Aug 2
Jan.	30	Session Ends	Jul 1	Jul 29	Aug 4
Feb.	3	Final Grades Due by Noon	Jul 6	Aug 5	Aug 9

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UNDERGRADUATE CATALOG
1998/99

Where Potential Becomes Achievement in the Jesuit Tradition

Volume 83 June 1998

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The University of Scranton is a Catholic, Jesuit educational institution serving men and women, and is committed to affirmative action to assure equal opportunity for all persons, regardless of race, color, religion, national origin, ancestry, disabilities, sex or age.

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THE SEAL OF THE UNIVERSITY OF SCRANTON

The principal colors of the shield are the traditional colors of the University, white and royal purple. On the purple field there is a horizontal silver bar, containing, in purple, a star representing the Signum fidei of the Brothers of the Christian Schools, a symbol taken from the seal of Saint Thomas College, predecessor of the University, and Two stacks of wheat from the obverse of the coat of arms of the Commonwealth of Pennsylvania, chosen for their simplicity and easier to accommodate than other Pennsylvania symbols.

The upper half of the shield contains, in gold, two wolves grasping a cauldron suspended from a chain; they are taken from the coat of arms of the family of Saint Ignatius Loyola, and they identify the University as a Jesuit institution. Below the silver bar is a golden rising sun, symbolic of Saint Thomas Aquinas, the shining light of the Church and the original patron of Saint Thomas College.

Indicating the Diosese of Scranton and William Penn, founder of the Commonwealth, the black border of the shield reproduces the border of the shield of the Diocese and the silver hemispheres are taken from William Penn's coat of arms.

The crest is a golden cross of the particular style known as Patonce. It symbolizes Christ, the goal and the norm of the University's educational efforts, and it complements the motto which the University has had since its foundation: Religio, Mores, Cultura.

Where Potential Becomes Achievement

"Metanoia," the transformation of St. Ignatius.

The University of Scranton understands itself as a place "where potential becomes achievement in the Jesuit tradition." This statement is here elaborated in terms of the University's mission, its campus, its faculty, and its students.

STATEMENT OF MISSION

1. The University of Scranton is Catholic and Jesuit in both tradition and spirit. Committed to liberal arts education, the University has served primarily undergraduate men and women, but also serves graduate students, adult learners, and persons interested in continuing their professional education. Founded as St. Thomas College by the Bishop of Scranton in 1888, the institution moved to the administration of the Society of Jesus in 1942.

The University of Scranton's chief concerns, as a university, are for learning and the truth. The University aspires to the kind of community for students and faculty in which learning will lead to personal growth and development. It strives to create the sort of environment in which the wisdom of past years can be preserved for the enlightenment of the future and in which the continuing search for truth can prosper. The University understands that freedom of inquiry and respect for the dignity and rights of all people must be protected for these hopes to be fulfilled.

2. **Our Catholic tradition and spirit** mean, first of all, that the University recognizes that the teaching and example of Jesus Christ are central sources of values and attitudes which should be reflected in the campus culture. Thus, theology, as an intellectual effort to understand the data of divine revelation, is an important academic discipline at the University; and the University, although independently incorporated by the Commonwealth of Pennsylvania, stands firmly in the Catholic tradition and communicates this tradition in a systematic way. It also explores other traditions, for their intrinsic merit and for the contributions they can make to a better understanding of the Catholic tradition. The University thus does not intend to serve Roman Catholics in an exclusionary sense but rather to provide Catholic education in a properly ecumenical context for students from a variety of religious backgrounds and different value orientations.

3. **Our Jesuit tradition and spirit** mean that the life of the University is inspirited with the vision contained in the Book of the Spiritual Exercises of St. Ignatius of Loyola, the founder (in 1540) of the Jesuit Order. This spirit is brought to the University not only by the Jesuits who live and work here, but, with ever increasing significance, also by their colleagues and students who may make their own this same vision through the personal experience of the Spiritual Exercises.

Translated into an educational context, this vision manifests itself in respect for the individual student as a unique person and in an emphasis on service, on open communication, on freedom of choice, on commitment to the value system contained in the Gospel of Christ. As Jesuit education grew, these characteristics manifested themselves in more measurable educational terms like clarity of thought, care for fundamentals, excellence in written and oral expression, reflection on personal experience, respect for the best in past human experiences.

4. **The University is committed to liberal arts education;** the University also affirms its emphasis on professional and pre-professional education. Though these aims may seem to be in some tension, the University believes that there is a creative relationship between laying the broad foundation that liberal arts education provides, and striving to serve the career-oriented expectations of its students and the needs of society for humanistically trained professionals.

In the Jesuit tradition, the liberal arts are defined in broad terms, comprising not only the humanities, but also science as well. (The breadth and richness of the Jesuit sense of the liberal arts is given one useful historical definition in the Society's Constitutions, Part IV, Chapter 12. See also the end of paragraph 2 of Section 3 above.) It is our goal, therefore, to provide a common foundation in the liberal arts to all of the programs of specialization in the undergraduate schools and colleges. In line with the emphasis attached to the liberal arts, attractive majors in the traditional disciplines will be provided, and special care will be taken to foster excellence of teaching and library support for these fields.

The University's strength in professional and pre-professional programs is expressed by a good range of career-oriented majors in the College of Arts and Sciences; the School of Management; the J.A. Panuska, S.J. College of Professional Studies; and Dexter Hanley College, as well as the Graduate School. The programs are designed to meet the standards of the appropriate professional fields, and also to develop students who have a clear sense of the ethical responsibilities which these fields demand of their successful practitioners.

5. **The University is committed to adult and non-traditional learners.** This commitment, fulfilled in the various credit and non-credit programs offered by Dexter Hanley College, is rooted in the institution's Jesuit identity as well as its historical aim of service to the local community. This aspect of the University's mission is expressed in full harmony with its goal of educational quality.

6. **The University is committed to excellent graduate education to the master's level.** This commitment, affirmed first with the creation of the Graduate School in 1950, has been reaffirmed. In the reaffirmation, the University related its graduate mission not only to its community service role, but also to its desire to promote faculty and student scholarship and research. Programs offered by the Graduate School are not only intended to serve the appropriate professional needs of the community, they are also intended to provide a balanced array of studies, reflective of the range of the University's resources in the humanities, the sciences, and the social sciences.

7. **The University serves not only the local community, but other communities as well.** The University is committed to serving students from a wide geographical region within and beyond the borders of the United States, while at the same time retaining its special commitment to the community of northeastern Pennsylvania where it has its historical roots. It intends to build its on-campus resident population while maintaining the presence of commuter students from the metropolitan area.

8. **The University is committed to academic excellence.** The pursuit of this goal touches all elements of the life of the University as outlined below. To excel is to move or to stand apart from a well-defined starting point. Our pursuit of academic excellence begins with an understanding of where we are and what we propose to do.

8.1 **Students.** We begin with a respect for the varying capacities of the students, a characteristic Ignatius of Loyola insisted upon for his schools. The University will include in its student body only those who are capable of serious academic work, but, given that initial norm, the University wants heterogeneity in its student body with respect to race, sex, religion and socioeconomic background. Moreover, the University intends to do all it can to serve the poor and to keep itself accessible to the range of socioeconomic groups it has traditionally served. Excellence in the student body is measured in terms of development of academic potential, respecting in every case the unique characteristics and varying capacities of students.

8.2 **Faculty.** We begin with the acknowledgement that the quality of the University depends essentially on the quality of the faculty. We also propose to be a university that emphasizes good teaching. The University, however, takes the position that teaching is enhanced by serious scholarship and ordinarily will not last without it. Hence, excellence in the University's faculty is measured in terms of continued advancement in the quality, effectiveness and vitality of classroom performance, as well as the continued application of faculty energy to research which advances human knowledge and may lead to publication for a scholarly audience beyond the University community. We regard teaching and research as complementary to, not in opposition to or competition with each other.

8.3 **Administration.** The starting point from which administrators advance is manifold. It presupposes credentials appropriate for leadership and management in an educational environment, experience with the special problems of that environment, and knowledge of, as well as being known in, the academic community beyond the University. Excellence is then measured along lines of improved knowledge of the University as an institution and a community, service to the constituencies of the University, ability and responsiveness to the needs of the University community, management of academic and financial affairs, effectiveness of planning, decision making, communication of plans and decisions to the University community, and impact in the realm of ideas and influences in the metropolitan area or beyond.

9. **The University of Scranton is committed to the development of the student, including the individual's moral development.** The student is at the center of everything the University does. Our governance, instruction, and all related services, especially counseling services and academic advising, respect the uniqueness of the individual. The individual is viewed, however, as a member of a campus community and of a larger human community. The educational approach of Christian personalism regards the individual as a person-in-community. Education at the University of Scranton aims to sensitize the student to societal obligations as well as to the student's unique personal value. With total respect for an individual's freedom of choice and conscience, the University provides opportunities for worship and spiritual growth. Provision is also made for social development in a community environment. The social and intellectual dimensions of the campus community are value oriented, designed to foster in every student principled judgments and actions that are free, responsible and humanly valid.

10. **The University of Scranton is committed,** as one of the dominant institutions in northeastern Pennsylvania, to community service. The primary service rendered by the University to the area is the education of future leaders for the area's professional, political, religious, cultural and business communities. The University recognizes its responsibility, within its capability, to render technical and cultural assistance to members of these communities. Accordingly, the University actively participates in the efforts to improve the region's economic and social environment. In addition, the University provides students, as students, with experience of the dominant social and economic problems of this region. It does so in order to assist them in systematic analysis of the problems of contemporary life and motivate them to contribute in some ways after graduation to the solution of these human problems.

11. **The University acknowledges that being Jesuit in tradition and spirit means being experimental and innovative.** A Jesuit university belongs at the forefront of Catholic intellectual life, interpreting the Church to the world and the world to the Church. It is in the Jesuit style to do, in education or any other work, what others cannot or choose not to do. The University therefore commits itself to the fostering of these characteristics from its well-established institutional base. The educational apostolate under Jesuit auspices is a means for promoting the greater glory of God through the lives of human persons. Accordingly, the object of education is not only the intellect but also the will, and indeed the whole human person.

12. **The Statement of Mission is intended to give direction to all that the University does.** Progress toward these ends will be measured first by the ability of each academic department and administrative unit to choose, and announce the choice of goals and specific objectives pertaining to each division of this Mission Statement. Second, progress toward our goals will be measured by the actual achievement of the stated objectives. The objectives, clearly stated, quantified, and specified within a time frame, will be means to the ends spelled out in this Statement.

A FACULTY OF TEACHERS AND SCHOLARS

Over 250 faculty and administrators participate in the University's educational enterprise. They hold degrees from 135 different universities in 30 countries on five continents. Cambridge and the University of London in England; Louvain and the Gregorian on the Continent; the University of Calcutta in India, the Sophia University in Japan, Soochow University in China; Berkeley, Yale, MIT, Notre Dame, Harvard and Georgetown in America — all are represented among the faculty.

By its nature and function, a university faculty constitutes the most cosmopolitan element in a community. Hindu and Muslim, Christian and Jew, ministers and rabbis — scholars and teachers all — are found on the University's faculty.

The Jesuit tradition is carried on at the University not only by the 25 Jesuits engaged in teaching or administration, but by the fact that almost half of the faculty hold at least one degree from a Jesuit college or university.

As indicated in the Statement of Mission, excellent teaching and scholarship are regarded as complementary at this institution. Evidence of the latter is seen in the fact that numerous faculty serve on editorial boards of national and international journals, and two have served as principal editors — Prof. David Friedrichs, Legal Studies Forum; and Dr. John Norcross, Journal of Integrative and Eclectic Psychotherapy. Further, Fr. Richard Rousseau, S.J., is founding editor of Ridge Row Press, which in 1988 expanded to become the University of Scranton Press and which specializes in philosophical and theological publications.

The University Directory near the end of the catalog presents more detailed information about the faculty.

STUDENT DIVERSITY AND PARTICIPATION

As the faculty come from around the world, so do our students. Twenty-seven states and twenty-two foreign countries are represented in the University's student body of 5,000. In turn, through the Fulbright and Foreign Study programs, University of Scranton students matriculate at such foreign universities as Leuven, Madrid, Tubingen, Mainz, Oslo, Fribourg, Cologne, Salamanca, Lancaster, Berne, Strasbourg, the Sorbonne and University College, Dublin. This interchange of students contributes to the diversity and intellectual life of the University.

Much of the work in this university community is accomplished through student input.

Considerable scientific research at the University is done by undergraduate students in the laboratories and in the field. The University newspaper and yearbook are edited and managed by students. With faculty assistance, students publish articles and abstracts in national scholarly journals. Students work in the public relations and admissions offices, computer center, as resident assistants in the dormitories, as research assistants and interns for deans and the registrar. Similarly, they participate in the University's decision making. Seven students are elected by the student body to serve on the University Senate. Others serve with departmental chairpersons and faculty on the Conferences which recommend to the Deans changes in academic programs. Students also serve with other members of the University community on the various Search Committees which recommend candidates for the principal administrative posts from President to Dean.

INDICES OF QUALITY AND ACHIEVEMENT

Working with dedicated faculty and staff to maximize their potential, students at the University of Scranton become achievers. Among over 29,000 alumni, the following might in particular be mentioned:

Patrick Cardinal O'Boyle ('16), Archbishop of Washington; Michael J. Eagen, Sr. ('27), Chief Justice of the Pennsylvania Supreme Court; Dr. Clarence Walton ('37), first lay president of the Catholic University of America; Dr. Glynn Lunney ('55), Chief of the Flight Director's Office for the National Aeronautics and Space Administration, lead flight director for historic moon flights of Apollo 11 through 15; Jason Miller ('61), winner of the 1973 Pulitzer Prize in Drama for *That Championship Season* and "Oscar" nominee for his role in *The Exorcist*; Paul Montrone ('62), president and managing director of the Henley Group, Inc., a Fortune 500 Company; Dr. Francis J. Castellino ('64), Dean of the College of Science, University of Notre Dame; Arthur W. Brown, Ph.D. ('37), former President of Mary Grove College and Adelphi University; Gerard R. Roche ('53), Chairman of the Board, Heidrick and Struggles, Inc.; and Robert F. Pugliese, Esq. ('54), Executive Vice President, Legal and Corporate Affairs, Westinghouse Electric Corporation.

A national research team has concluded that some colleges, including the University of Scranton, are far more successful than others at encouraging students to do better academically than their high school grades or SAT/ACT scores alone may predict.

SCRANTON placed 39th among 1,100 American colleges and universities ranked by the difference between the predicted and actual number of freshman students graduating in six years. The university's 84 percent institutional graduation rate in 1995 was 17.5 percent higher than statistical predictions based on external influences like grade and test scores, average student age, or off-campus vs. on-campus resident status.

Scranton was among the 160 colleges and universities in the country whose graduation rate was more than 10 percent above predicted levels. Researchers found that "a substantial number" of Catholic colleges and universities appeared near the top. Even so, Scranton ranked higher than any of the other 27 Jesuit colleges and universities in the United States.

THE MORTENSON Research Seminar on Public Policy, which conducted the study, attributes the differences between predicted and actual graduation rates to internal institutional factors.

HONOR SOCIETIES

Those National Honor Societies which are represented in the University of Scranton are listed below in order of the foundation of the local chapters. An asterisk (*) after the name indicates that this National Honor Society is a member of the Association of College Honor Societies.

ALPHA SIGMA NU*

The National Jesuit Honor Society founded in 1915 with chapters in 28 Jesuit universities throughout the United States. The Scranton chapter was founded in 1943, the oldest Honor Society in the University. It is the only Honor Society open to students and faculty in all disciplines and all colleges of the University. Its admission standards are the most rigorous. The Greek letters signify *adelphotes skolastikon nikephoron* – brotherhood of honor students. Juniors and Seniors who have distinguished themselves in scholarship, loyalty and service are eligible for membership. Appointment is made by the President of the University on the recommendation of the moderator and nomination by chapter members of the Society. From 1982-1985, Dr. William Parente, Professor of History and Political Science, served as national president of the 20,000 member organization.

The Society annually presents the Alpha Sigma Nu University award for teaching. The recipients of the Award:

1969 Prof. Lawrence Mann †
1970 Prof. Frank Brown †
1971 Prof. Thomas Garrett
1972 Prof. Michael DeMichele
1973 Prof. Bernard Williams
1974 Rev. Bernard Suppe, S.J.
1975 Rev. Edward Gannon, S.J. †
1976 Prof. Robert A. Sallavanti
1977 Prof. John P. McLean
1978 Prof. Charles J. Thoman
1979 Prof. Urban von Wahlde
1980 Prof. J. Brian Benestad
1981 Atty. John J. McGee
1982 Prof. Harold Baillie
1983 Prof. E. Springs Steele
1984 Prof. John Earl †
1985 Prof. Michael C. Cann
1986 Prof. Joseph T. Evans
1987 Prof. Richard Klonoski
1988 Rev. Ronald H. McKinney, S.J.
1989 Prof. Stephen Whittaker
1990 Prof. Brian W. Carpenter
1991 Prof. Susan Mathews
1992 Prof. Willis M. Conover
1993 Prof. Robert L. McKeage
1994 Prof. Robert E. Hueston
1995 Prof. Gary E. Mattingly
1996 Prof. Kathleen G. Dwyer
1997 Prof. William Rowe

Mary Anne Foley, C.N.D., 1998 recipient of the Alpha Sigma Nu University Award for Teaching.

PHI ALPHA THETA*

International Honor Society in History founded in 1921. Basic requirements: 12 credits in History; Grade Point Average of 3.33 in history and overall ranking in top 35% of class. The mu rho chapter was established at the University in 1967.

BETA GAMMA SIGMA*

Beta Gamma Sigma is the only business honor society recognized by the American Assembly of Collegiate Schools of Business (AACSB). Basic requirements: ranking in the top 10% of the class with a major in Business Administration. The local chapter of Beta Gamma Sigma was chartered in spring 1997.

SIGMA PI SIGMA*

National Honor Society in Physics for undergraduate and graduate students founded in 1921. Its chapters are restricted to colleges and universities of recognized standing which offer a strong physics major. The local chapter was founded in February 1969.

OMICRON DELTA EPSILON*

National Honor Society in Economics. Basic requirements: 12 credit hours in economics with an overall GPA of 3.0 and a 3.0 average in economics. The local xi chapter of Pennsylvania was founded in May 1969.

PSI CHI*

National Honor Society in Psychology, founded in 1931. This organization has established chapters in 843 colleges and universities in all 50 states. The local chapter was installed in May 1969. Minimum qualifications include a major or minor in psychology, rank in the top 35th percentile in general scholarship, and superior scholarship in psychology.

PHI DELTA KAPPA

International professional fraternity for men and women in education. Membership is limited to graduate students and teachers. Local chapter founded in 1970.

PI GAMMA MU*

International Honor Society in Social Science. Founded in 1924 to improve scholarship in the social sciences and to encourage inter-disciplinary study. Basic requirements: at least 60 hours of academic work, an overall GPA of at least 3.25, with at least 21 hours in the disciplines of economics, psychology, sociology, political science, and/or history with a GPA of at least 3.33.

ALPHA SIGMA LAMBDA

National Honor Society to encourage scholarship and leadership among adult students in continuing higher education. The alpha upsilon chapter was installed here in 1972.

ETA SIGMA PHI

National Honor Society for students of Classical Languages. The Scranton epsilon gamma chapter was founded in November 1972.

PI MU EPSILON

National Honor Society for Mathematics Majors in junior or senior year with a general grade point average of 3.0 and a 3.0 average in Mathematics. The local Pennsylvania mu chapter was installed in February 1973.

ALPHA MU GAMMA

National Honor Society for students of Foreign Languages. Founded in 1931. The Greek letters signify *amphi mouse glossou:* for the muse of languages. The Scranton chapter of theta iota was installed in May 1973.

DELTA SIGMA RHO-TAU KAPPA ALPHA*

National Honor Society in Forensics. Founded in 1963 through merger of societies founded in 1906 and 1908 respectively. The local chapter began in 1975.

SIGMA PHI OMEGA

The National Honor Society in Gerontology. Founded in 1980. Its purpose is to recognize those students who excel in gerontology as well as the professional aging service personnel. The Scranton Gamma Epsilon Chapter was established in April 1997. Membership is open to students who have at least eighteen credits completed in gerontology/aging studies with a grade point average of 3.3.

PHI LAMBDA UPSILON

National Honorary Chemical Society established in 1899. The Scranton beta kappa chapter, one of 60 chapters nationwide, was installed in October 1975. For students with 24 credits in chemistry and a 3.0 GPA.

ALPHA EPSILON DELTA*

The National Premedical Honor Society founded in 1926. The Pennsylvania iota chapter was installed at the University in May 1976.

THETA ALPHA KAPPA

National Honor Society in Theology and Religious Studies founded in 1976 at Manhattan College. The University of Scranton alpha nu chapter was installed on April 4, 1980. Twelve credits in theology with a 3.5 GPA are needed for membership.

SIGMA TAU DELTA*

National Honor Society in English founded in 1924, this organization is for students who major or minor in English with a GPA of 3.5 in English and 3.4 overall. The local mu omicron chapter first met on April 30, 1980.

ALPHA EPSILON ALPHA

An honor society founded April 30, 1980 at the University of Scranton to recognize scholarship in the general field of communications. For communication majors with a 3.5 GPA.

ALPHA KAPPA DELTA*

International Honor Society for sociology students founded in 1920. Requirements include 18 credits in sociology with a GPA of 3.0 overall and in sociology. The Pennsylvania upsilon chapter was founded here on May 8, 1980.

SIGMA XI

International Honor Society in Scientific Research founded in 1886. The local club was chartered in 1968 and has been authorized since 1979 to induct as associate members undergraduate or graduate students showing outstanding promise in original research.

PI SIGMA ALPHA*

National Honor Society in political science founded in 1920. The kappa iota chapter at the University of Scranton was installed on May 9, 1980. Membership limited to students with at least 10 credits in political science, a GPA of at least 3.0 in these courses, and overall rank in the upper third of the class.

ALPHA PHI SIGMA*

The National Criminal Justice Honor Society founded in 1942. Our local epsilon zeta chapter was installed in May 1982. Basic requirements: 18 credits in criminal justice; an overall GPA of 3.2; a 3.2 GPA in Criminal Justice.

PHI SIGMA TAU*

National Honor Society for students of philosophy. The Pennsylvania tau chapter was installed in May 1982.

UPSILON PI EPSILON

National Computer Science Honor Society. The local gamma chapter was chartered in the spring of 1985.

SIGMA THETA TAU*

International Honor Society of Nursing was founded in 1922 and is a prestigious organization of nurse leaders, scholars, and researchers. Requirements: completion of one half of the curriculum, demonstrated ability in nursing, a GPA of 3.0, and in the upper one-third of class. Our Iota Omega Chapter was chartered in April 1988.

BETA BETA BETA

National Honor Society for Biology founded in 1922. The Scranton Chapter established in 1994 is one of 372 chapters nationwide. The society encourages undergraduate biological research through presentations at conventions, publication in the journal BIOS, and research/travel grants. Associate member: anyone interested in biology. Regular member: Junior or senior with 3.0 average in at least 3 biology courses (1 upper level) and in good academic standing at the university.

OMEGA BETA SIGMA

The Business Honor Society for women founded at the University of Scranton in 1982. Basic requirements: at least sophomore standing and business as a major or minor and a GPA of 3.25.

BACCALAUREATE SOURCE OF Ph.D.s

Achievement is also recognized in a recent study of the Office of Institutional Research at Franklin and Marshall College which show that over a 75-year period (1920-1995), the University of Scranton ranked 22nd out of 254 4-year, private, Master's degree granting institutions as the baccalaureate source of Ph.D.s in all fields.

MEDICINE AND LAW

The similarly excellent record of Scranton alumni in gaining acceptance to professional schools — including the nation's most prestigious — is documented in the Health Professions and Pre-Law sections later in this catalog.

TRUMAN AND OTHER NATIONAL SCHOLARSHIPS

In recent years students from the University have won a number of highly competitive national fellowships, including those offered by the Mellon Foundation, the Danforth Foundation, the National Science Foundation and the Harry S. Truman Memorial Foundation. Most remarkably, two sisters, Maria Mascaro (1984) and Carla Mascaro (1987), both were awarded four-year Truman scholarships. In 1988 Alice Batt, a double major in English and Philosophy, won a summer study grant through the National Endowment for the Humanities.

ALUMNI SOCIETY

The Alumni Society of the University of Scranton provides a way for graduates to continue their participation in the life of the University after their student years. Its 20 regional alumni chapters include over 30,000 members throughout the country. The Society, which is governed by elected officers and a 28 member Board of Governors, fosters communication among alumni and encourages continued dialogue between alumni and the University community. It hosts alumni functions, including Reunions and Homecomings, and promotes the interests of the University by identifying prospective students, assisting the placement of graduates, collecting and preserving materials for University history, encouraging networking among its membership, providing numerous services and benefits, performing community service projects, and honoring student, faculty and alumni accomplishments.

FULBRIGHT AND OTHER INTERNATIONAL FELLOWSHIPS

Over the last 27 years 91 Scranton students have accepted grants in the competitions administered by the Institute of International Education (Fulbright) and International Rotary. In 1996, the fiftieth anniversary of the Fulbright Program, many of these former students returned to Scranton to celebrate the University's remarkable success in the competition for prestigious Fulbright Fellowships – the U.S. Government's premier scholarship for foreign study and research. Mrs. Harriet Mayor Fulbright was the keynote speaker in the weekend celebration.

To date, four Scranton Seniors have been awarded Fulbrights for the 1998-99 academic year. Two have accepted Fulbright Fellowships to conduct research and pursue graduate studies, while two are teaching English to high school students on Fulbright Teaching Assistantships. Karen Towers, a double major in international business and economics, is researching the role of the textile industry in the economic development of Mauritius at the University of Mauritius. Jennifer Cahill, an international language/business major, is studying Japanese language and the changing role of women in Japanese business. Kevin Bisignani, a double major in biology and German, is teaching at a high school in Germany on his Fulbright. Finally, Matthew Pierlott, who double majored in English and philosophy, is spending his Fulbright year teaching English in a South Korean school.

Three Scranton students spent the 1996-97 academic year on Fulbrights. Robert Brennan, who double-majored in psychology and philosophy, conducted neuroscience research in Israel – at both Tel Aviv University and the Hebrew University of Jerusalem. Michael Tracy, who double majored in biology and philosophy, studied evolutionary biology at Victoria University in Wellington, New Zealand. The third recipient was Michael Pagliarini, an international language/business major, who spent the year teaching English to high school students in France.

Dr. Susan Trussler of the Economics/Finance department is the University's Fulbright Program Advisor.

Fulbright Program 1998 award winners. From Left to Right are Karen Towers, Jennifer Cahill, Kevin Bisignani with Susan Trussler, Ph.D., Fulbright advisor at the University. Matthew Pierlott was not present for photograph.

Sen. J. William Fulbright speaks at the University.

AWARDS FROM INSTITUTE OF INTERNATIONAL EDUCATION FULBRIGHT PROGRAM AND INTERNATIONAL ROTARY, 1980-1996

1980	Veronica Cardiff	Germany
	Stephen Carlin	Chile
	Michael Corbley	Switzerland
	Maryann L. Heckman	Uruguay
	Helen Hricko Haney	Germany
1981	Patrick Cumberland	Uruguay
	Arlene Drack (ITT)	Norway
	Deborah Krzywiec	Germany
	Irene Mlodzinski	Switzerland
	Mark Wisniewski.	Switzerland
	Brian Wynne	Germany
1982	Michael Kondracki	Peru
	Bernadine Brennan-Moglia (ITT)	Finland
	Kathleen Flanagan	Belgium
	Joseph Piccirilli	Germany
	Howard Sorensen	Uruguay
	Elizabeth Veca.	Switzerland
	Leon Xavier Zawacki	Germany
1983	Erin Brennan	Germany
	Patrick Davies (ITT)	Chile
	Peter Regeski	France
	Joseph Tuncavage	Switzerland
	Christopher Wahren	Germany
1984	Robert Conforti	Switzerland
	Kathleen Flanagan	France
	Colette Mazzucelli	Switzerland
1985	John Beltrami	Switzerland
	Michele Gieger	Germany
	Marguerite Pedley	New Zealand
	Louise Vogel	Germany

1986	Margaret Husosky	New Zealand
	James Lavelle	Thailand
	Christopher Montone	Honduras
	Robert Rabecs	Philippines
	Janet Schubert	Belgium
	DeLoris Spegar	Singapore
	Roy Whitman	Switzerland
	Ann Marie Laskiewicz Ross	South Africa
1987	Susan Conway	Germany
	Kathleen Gallagher	Nepal
	Margaret Keen	France
	Kevin Wright	Finland
1988	Michel Aboutanos	Switzerland
	Jeffrey Gabello	Germany
	Christine O'Brien	Kenya
	Mary Yuen	Singapore
1989	Kim Marie Newak	Germany
1990	Caroline Parente	Uruguay
1991	Daniel Jurgelewicz	Finland
	Thomas Spoto	Singapore
1992	Maureen Cronin	South Korea
	Alissa Giancarlo	Germany
	Thomas Kish	Hungary
	Jennifer Murphy	Denmark
	Neal Rightley	Germany
	Salvatore Tirrito	Finland
	Denise Udvarhely	New Zealand
1993	Timothy Gallagher	New Zealand
	Susan Kavalow	South Korea
	Jennifer Kelly	Uruguay
	Alan Landis	Colombia
	Beth LiVolsi	Italy
	Colleen McInerney	Australia
	Jennifer Seva	Argentina
1994	Margaret Mary Hricko	Spain
	Terrence Kossegi	Pakistan
	Karis Lawlor	Germany
	Brian Zarzecki	Namibia
1995	Jason Cascarino	New Zealand
	Jeffrey Greer	Sri Lanka
	Renee Kupetz	Germany
1996	Robert Brennan	Israel
	Michael Pagliarini	France
	Michael Tracy	New Zealand
1998	Kevin Bisignani	Germany
	Jennifer Cahill	Japan
	Matthew Pierlott	South Korea
	Karen Towers	Mauritius

THE CAMPUS

Since 1956, a development program has added 63 buildings, including 15 residence halls. Principal among these campus structures are:

ALUMNI MEMORIAL HALL—Opened in 1960 as the Alumni Memorial Library, it was renovated in 1992-93 for instructional and administrative use. The Computing and Data Services Center, the Office of Instructional Development/Learning Resource Center, classrooms, offices for departments of Military Science, Institutional Research, and Psychology are located in this building.

SAINT THOMAS HALL—Located at the foot of the University Commons, this building is named for St. Thomas Aquinas and provides a symbolic historic link between the modern University of Scranton and its predecessor, St. Thomas College. It contains classrooms, language and communication laboratories, a small chapel, offices for the Registrar, Treasurer, Dean of the College of Arts and Sciences, Dean of the College of Health, Education, and Human Resources, Admissions, and Financial Aid. The HARPER-MCGINNIS WING, added in 1987, contains state-of-the-art equipment for the study of Physics, Electronics Engineering, Computing Sciences, and the Electronic Commerce Resource Center.

COMMUNICATION WING OF ST. THOMAS HALL—Completed in October 1995, it consists of a 16,000 square-foot facility on two floors located between the Harper-McGinnis Wing of St. Thomas Hall and the John Long Center. The building spans Catlin Court and connects to the fourth and fifth floors of St. Thomas Hall. This facility complements the existing Computer Aided Logistics Support (CALS) program and houses a new television studio as well as production space.

THE GALLERY—A multi-purpose academic building named in honor of former President Eugene Gallery, S.J., this houses Dexter Hanley College, a Media Resources Center with an audiovisual collection of more than 8,300 units, two large multi-media classrooms, the office of Career Services, the Counseling Center, and the University's art gallery.

JOHN J. LONG CENTER—Completed in 1968, and named for the former Jesuit President of the University, this three-level, multi-purpose structure has enabled the University to broaden its program of physical education. It includes a 22,820 square foot main floor area used for basketball, or convocations with a seating capacity of 4,400. It provides specialized facilities for such activities as wrestling, weight lifting, handball, tennis, and golf, as well as a physical therapy room and sauna.

LOYOLA HALL OF SCIENCE—Renovated and expanded in 1990, this structure houses highly specialized laboratories for the study of chemistry and biology.

INSTITUTE FOR MOLECULAR BIOLOGY AND MEDICINE—This facility was completed in August 1996 and provides biological research and office space as well as offices for the Northeast Regional Cancer Institute. The building was constructed through the assistance of the U.S. Air Force and Department of Defense.

O'HARA HALL—Named in honor of Frank J. O'Hara, who served the University for over half a century, this building on the corner of Jefferson and Linden Streets houses the School of Management, and the departments of Nursing, Counseling and Human Services, Health Administration and Human Resources, and Education.

GUNSTER MEMORIAL STUDENT ACTIVITIES CENTER—Expanded and renovated in 1993, the building includes expanded dining and kitchen facilities featuring a "Food Court." Also included are staff and student lounges, snack bar, game room, and the 400-seat Eagen Auditorium. The building also houses the Offices of the Vice Presidents for Student Affairs and University Ministry, Student Government and Commuter Affairs.

LEAHY HALL—Located at the corner of Jefferson Avenue and Linden Street, the building is named in memory of Edward R. Leahy, Jr., the son of Edward and Patricia Leahy. Edward Leahy is a 1968 University graduate and member of the Board of Trustees. Leahy Hall contains classrooms, laboratories and office space for the departments of Physical Therapy and Occupational Therapy. It also includes Jefferson Auditorium and is a student residence hall.

UNIVERSITY COMMONS AND ROYAL WAY—Provides the University with a central campus environment. The Commons has a serpentine alignment with the area in front of the Gunster Memorial forming a focus for the campus. The area provides a major pedestrian link between Galvin Terrace, the University's outdoor sports center, the Gunster Memorial Student Activities Center, John Long Center, residence halls, and the heroic-sized sculpture of "Jacob and the Angel." The Royal Way links the University dormitories with the Gunster Student

Center and the Commons. It is marked at the north end by a ceremonial gateway and on the south end by the Centennial Fountain and statue of Saint Ignatius Loyola.

ROCK HALL—This structure, with its ecclesiastical architecture, is located above the campus in the 400 block of Monroe Avenue. It houses the University's principle chapel, Madonna della Strada, and the Military Science Department (ROTC). It is named after the late Joseph A. Rock, S.J., professor of history and academic vice president emeritus.

WILLIAM J. BYRON RECREATION COMPLEX—Named for the Jesuit educator, formerly president of the University of Scranton and former president of the Catholic University of America, this structure was completed in 1986. It contains a large swimming pool, racquetball courts and other athletic and meeting facilities.

ELM PARK—By arrangement with the Elm Park United Methodist Church, the University now occupies two floors of its spacious parish building. This facility houses the Department of Sociology and Criminal Justice, as well as classrooms and faculty and student activities offices.

HOULIHAN-Mc LEAN CENTER—Named for two eminent School of Management faculty, this former church structure contains a large auditorium and offices and practice rooms for University bands and choirs.

SMURFIT ARTS CENTER—Another former ecclesiastical structure, located at the corner of Madison and Vine, this building houses studios for the University's Fine Arts Department. It is named after a generous Irish benefactor, Michael Smurfit.

THE ESTATE—Former residence of the Scranton family, and more recently of the Jesuit community, this magnificent structure now contains the offices of the University Provost, the Graduate School, and Research Services.

SCRANTON HALL—The former carriage house to the Scranton mansion, erected in 1871, became the President's office in 1958 and was named for the Scranton family in 1964.

HILL HOUSE—Named after the Rev. William B. Hill, S.J., Professor of English and Academic Vice-President Emeritus, this faculty residence and meeting facility is located at the eastern end of the campus on the corner of Webster and Linden Streets.

CHAPMAN LAKE—The University's Conference and Retreat Center at Lakeside Pines provides 8 acres of recreation space only a 20-minute drive from campus in Montdale, Pa.

RESIDENCE HALLS—Designed to function according to small-group living principles, ten residence halls, centered about terraced quadrangles, are provided. A Jesuit counselor lives in most halls and there is a resident assistant on each floor.

To meet the increasing enrollment of resident students, the University has constructed two new dormitories. The first, opened in September 1985, is named Redington Hall to honor a generous benefactor, Francis E. Redington. The second, opened in August 1989 as a "residential college," is named Gavigan Hall after Vice President for Student Affairs Emeritus John R. Gavigan. The University also has recently acquired a series of houses and apartment buildings in the vicinity of campus and converted these to various types of student apartment complexes. Some of these are organized around academic interests and most feature optional kitchen arrangements. Finally, students in the upper classes are permitted to live off campus in non-university owned apartments. The standard plan for resident students includes living quarters; three meals on each class day, and brunch and dinner on weekends and mid-week holidays; nursing service for emergencies and short-term care in the infirmary.

LAVIS, McCORMICK AND GANNON HALLS—Completed in 1991, this 210-bed residence hall complex includes one large lounge per wing and smaller lounges on each floor and an apartment for the Associate Director for Residence Life.

CAMPION HALL—Named for Edmund Campion, 16th-century Jesuit scholar and martyr, this residence was built by the Society of Jesus in 1987 for its members who serve the University.

HYLAND HALL—Completed in fall 1988, this classroom building at the corner of Linden and Jefferson honors Kathryn and Bernard Hyland, parents of University alumnus and benefactor Bernard V. Hyland, M.D. This facility also houses the University Bookstore.

ALUMNI HOUSE—Circa 1928, headquarters of the University of Scranton National Alumni Society.

CENTENNIAL FOUNTAIN AND STATUE OF ST. IGNATIUS LOYOLA—The monu-

ment was constructed in 1988 in celebration of the 100th anniversary of the University and in recognition of the role of parents in education. Known as the "Celebration of Life," it is the gift of Mrs. Francis E. Redington, a former University trustee.

HARRY AND JEANETTE WEINBERG MEMORIAL LIBRARY—Opened in 1992, this 80,000 square foot, five-story building is named for Harry and Jeanette Weinberg. Library holding includes 375,562 volumes, 2,124 print periodical subscriptions, over 2,700 full-text electronic journals, and 409,550 microform pieces. The facility includes group study rooms; quiet study areas; a twenty-four hour study room with computer lab; and Electronic Indexes laboratory with 20 CD-ROM databases networked to allow as many as six to eight users simultaneous access, with an additional 30 CDs on stand-alone work stations; and the Heritage Room, a large reading room on the fifth floor overlooking the campus and community. The Heritage Room incorporates a motif reflecting the heritage of Scranton. The University Archives and Special Collections houses University historical records, rare books, faculty publications, and other special collections. The Media Resources Collection, located on the first floor, holds 11,025 non-print items, including videocassettes, records, films and filmstrips.

The on-line public catalog displays the Library/Media Resources collection holdings and availability of materials. Users may use terminals in the Library to access holding in the on-line public catalog, dial in via modem (941-7715), or use telnet (cat.uofs.edu). The Library subscribes to the World Wide Web on-line databases including UnCover – a current contents/document delivery service, Information Access-Infortrac's, Expanded Academic Index-ASAP, Business Index-ASAP, Predicast's PROMT, IDEAL, First Search's forty-two databases, including Wilson Select, and WorldCat. The Weinberg Memorial Library has a major CD or World Wide Web based index for every major offered at the University of Scranton. The Library conducts an extensive user education program to orient and instruct students in research and techniques.

The Library hours are posted on campus, on the on-line public catalog, and on a recording, which can be heard at 941-7525. It is open nintey-nine and one-half hours per week, with extended hours during exam periods. For information about the Library, its services, and resources, see the Weinberg Memorial Library homepage on the World Wide Web (http://www.uofs.edu/wml/wmlhp.html) or select the Library from the University's homepage (www.uofs.edu).

CENTER FOR EASTERN CHRISTIAN STUDIES—The Center for Eastern Christian Studies at the University of Scranton serves as the focal point of several activities — academic, pastoral and ecumenical — all designed to promote the knowledge and understanding of the Christian East. The Center houses a Byzantine Rite chapel, a library of 15,000 books and a rare book collection, staff offices, and a lecture-social hall.

McDADE CENTER FOR LITERARY AND PERFORMING ARTS—Completed in September 1993, this facility includes a "black box" studio theatre and a 300-seat main theatre, classrooms, writing lab, and offices for the English Department.

WELLNESS CENTER—Acquired and renovated in 1993, this 6,000 square-foot structure, located at the northeast border of the campus, houses the Student Health Services, the Drug and Alcohol Information Center, and an area leased to the Scranton police department.

ECRC (Electronic Commerce Research Center)—This structure, completed in October 1995, consists of a 16,000 square-foot facility on two floors located between the Harper-McGinnis Wing of St. Thomas Hall and the John Long Center. The building spans Catlin Court and connects to the fourth and fifth floors of St. Thomas Hall. This facility complements the existing Computer Aided Logistics Support (CALS) program and includes a new television studio as well as production space.

PARKING PAVILION—This five-story structure is located at the corner of Mulberry St. and Monroe Ave. It provides parking for approximately 515 cars as well as offices for the Department of Public Safety. The facility is a precast concrete structure with the primary entrance on Monroe Ave. and the primary exit to McKenna Court.

BUILDING FOR PANUSKA COLLEGE—The University constructed a new, four -story, 65,000 sg. ft. building on Jefferson Avenue as a headquarters for the J.A.Panuska, S.J. College of Professional Studies. If contains classrooms, laboratories, an academic advising center and office space for the Panuska College dean and the departments of Counseling and Human Services, Education, Health Administration, Human Resources, and Nursing. The building is not yet named and is scheduled to open in the fall of 1998.

Undergraduate Admission Expenses Financial Aid

The University of Scranton is a selective institution in the Jesuit tradition. The University makes available to qualified students an excellent education and it offers significant scholarships and programs of financial aid.

ADMISSION

The Admissions Committee of the University of Scranton will make the final decision on applications for admission. In reaching this decision, the committee will consider a number of factors: demonstrated evidence of a student's academic ability, intellectual curiosity, strength of character and motivation; student's high school record, rank in class, and extracurricular activities; and SAT scores and recommendations.

STEPS IN MAKING APPLICATION

Request for an application form and all correspondence dealing with admission to the College of Arts and Sciences, the J.A. Panuska, S.J. College of Professional Studies or the School of Management should be directed to:

THE DIRECTOR OF ADMISSIONS
UNIVERSITY OF SCRANTON
SCRANTON, PENNSYLVANIA 18510
Telephone: (717) 941-7540 Toll Free: (888) SCRANTON
http://www.uofs.edu

A non-refundable fee of $40.00 should accompany the application. Students should apply during the first semester of their senior year of high school. November 15th is the early action deadline. For all applicants other than Physical Therapy, early action offers will be made on December 15th. From that time on, all applications will be reviewed on a rolling basis with a 4 week turn around and a preferred final application deadline of March 1st. All Physical Therapy applications must be completed and received by the early action deadline of November 15th for a January 15th decision and a February 15th priority confirmation.

The first two parts of the application form should be completed and the entire form given to the principal or guidance counselor of the high school who will forward high school grades and the completed form to the University.

The SAT I: Reasoning Tests (College Entrance Examination Board) or the ACT Test (American College Testing) are required of all applicants. These tests should be taken during junior year and/or senior year of high school. During Summer Orientation, the University administers its own placement tests. Therefore, applicants are not required to take the SAT II.

A non-refundable class reservation fee of $150.00 is required of all accepted applicants. In addition, accepted resident freshmen will make a non-refundable room deposit of $150.00 upon notice from the Director of Admissions.

The University of Scranton is a Catholic, Jesuit educational institution serving men and women, and is committed to equal opportunity in employment and education for all persons without regard to race, color, creed, ancestry, sex, national origin, handicap, or age.

REQUIRED HIGH SCHOOL PREPARATION

Students desiring to enroll in any of several undergraduate programs offered by the University must have completed a total of 16 or more high school academic units covering grades 9-12. The term "unit" means a high school course taught four or five hours weekly throughout an academic year of 36 weeks duration. Unit requirements and preferred distribution of secondary courses are given in the following table:

HIGH SCHOOL UNITS	COLLEGE PROGRAM CHOICE					
	Arts		Science, OT, PT,* or Engineering		Business, Education, or Social Science	
	Req.	Pref.	Req.	Pref.	Req.	Pref.
English	4	4	4	4	4	4
History & Social Science	2	3	2	3	2	3
Foreign Language	2	2+	2	2+	2	2+
College Preparatory Mathematics	3	4	4	4	3	4
Science	1	2 +	3	3 +	1	2+
Other acceptable units	4		1		4	
TOTAL	16+		16+		16+	

* In addition to four units of mathematics and single units in biology, chemistry, and physics, occupational therapy and physical therapy applicants must submit documentation attesting to observation work done in their chosen field.

Applicants without high school credit in modern languages may be accepted if they present 16 acceptable units. A single year of language in high school will not be counted as a unit to satisfy the requirements for admission.

Mathematics include elementary, intermediate, and advanced algebra, plane and solid geometry; trigonometry, analysis, and any other college preparatory course. Applicants for science and engineering programs must include trigonometry and must have maintained an 85% average in each mathematics course. Applicants for the nursing programs should include chemistry and biology in their high school program.

Science includes biology, chemistry, physics and other college preparatory courses. Pre-engineering applicants are urged to include physics in their high school preparation.

ADVANCED PLACEMENT

Applicants who have taken college level courses may be given advanced placement or advanced placement with credit for these courses. Students who have been accepted for admission and desire to apply for such placement must take the Advanced Placement Examination offered in May by the College Entrance Examination Board, Princeton, New Jersey 08540. Ordinarily a score of "3" (non-science) or "4" (math/science) will insure advanced placement with credit.

HIGH SCHOOL SCHOLARS

The University offers a special summer program for high school students who have completed their sophomore or junior year with a minimum of a B+ grade average. These students may take summer undergraduate courses, up to one per session, for credit or audit at the special tuition rate of $100 per credit. Tuition grants are available to individuals with demonstrated financial need. Grants are limited to one course. Further information about the program is available from the Office of Admissions, at (717) 941-7540 or FAX: (717) 941-5928.

COLLEGE LEVEL EXAMINATION PROGRAM

Through the CLEP tests, taken before admission, applicants may gain college credit in most academic subjects for work done outside the classroom in jobs, military service, etc., or in non-accredited institutions. For further information contact: College Level Examination Program, Box 1824, Princeton, New Jersey 08540. Students wishing to be considered for CLEP credits should take the CLEP examinations and have the results forwarded to the Director of Admissions.

ACADEMIC DEVELOPMENT PROGRAM

Applicants who fail to meet all of the admission requirements may be considered for a special freshman year Academic Development Program concentrating on English, logical thinking, reading skills, study habits, as well as work in the student's major field. Satisfactory completion of the ADP program will insure the student normal sophomore standing.

SUMMER BRIDGE PROGRAM

The goal of the Summer Bridge Program is to provide university-level learning opportunities for students who are just beginning their collegiate careers. The program provides an overview of the scholarly resources available at this university and carefully designs the kind of serious study projects that cultivate students' critical thinking and reading skills, study habits, and oral and written expression, while adding to their general knowledge in a wide range of humanistic disciplines. The knowledge, understanding and skills that students can gain by confronting the liberal arts tradition in the early stages of their university studies will provide them with a solid foundation for future coursework.

STUDENTS WITH DISABILITIES

The University of Scranton complies with all applicable laws and regulations with the respect to the accommodation of handicaps and disabilities as these terms are defined in the law. The University will provide reasonable accommodations so students can fully participate in curricular and extracurricular activities. Students who need assistance should contact the Affirmative Action Office (717) 941-7580 on a timely basis.

INTERNATIONAL STUDENTS

The University of Scranton has been teaching international students for 47 years and remains committed to that tradition. At present, approximately 50 different countries are represented by both undergraduate and graduate students.

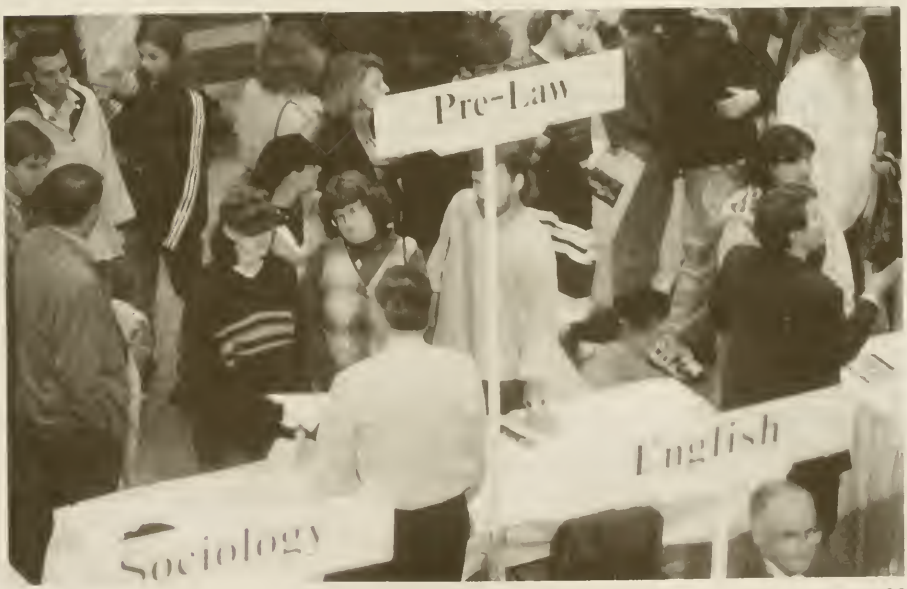
The Director of International Student Affairs, whose office is adjacent to the Graduate School in the Estate building, advises and counsels students to ensure a smooth transition in a new culture and educational system. The Director is moderator of the International Student Association and coordinator of the Family Friendship Program. Selected families in the area participate in the Family Friendship Program and welcome individual international students by offering hospitality in many ways.

TRANSFER STUDENTS

Students who wish to transfer to the University must submit an application and the usual credentials (official high school record, SAT scores and transcript(s) from the college(s) attended). At the discretion of the Admissions Committee, students from another accredited college may be admitted provided: (1) The courses to be transferred are equivalent to courses offered at the University of Scranton; (2) the academic average of the candidate is (2.5) "C plus," (3) certification of honorable dismissal is presented from the previous college. No credit will be given to courses with grades less than "C". Students transferring from other institutions shall be required to make up curricular subjects prescribed in the course which they are to follow at the University of Scranton. A minimum of 63 credits at the University of Scranton is required of transfer students for degree eligibility. Special orientation sessions are held for transfer students. It should be noted that some departments require that at least half of the credits in the student's major be taken here at the University. The respective dean should be contacted.

VALIDATION OF TRANSFER COURSES

Permission to validate School of Management courses by successfully completing one or more advanced courses in the subject for which the course in transfer is a foundation can be granted by the SOM dean. This applies only to lower division transfer courses which the University offers at the upper division level. (No fee charges.)



STUDENT EXPENSES

ROOM AND BOARD — POLICIES AND GUIDELINES

Residence Life

The University of Scranton Residence Life system is comprised of 13 freshman and 19 upperclass residences. Resident freshmen are normally assigned to Freshmen residence halls that offer support of their academic program, personal development, and leadership opportunities under the guidance of Residence Life staff, Jesuit Counselors, and faculty. Upperclass students may select from a range of housing options that includes attractive houses, apartment buildings, suite-style halls with semi-private baths, and traditional halls offering single and double rooms. Also, there is limited apartment style housing available for graduate students.

The University of Scranton requires all first and second year undergraduate students to live in campus housing. Exceptions to this policy are limited to students who reside with a parent, legal guardian or spouse, are 21 years of age or older, or for other documented extenuating circumstances. The Admissions office will determine a students residency status upon admission to the University.

The University provides in-room access to the University's communication network (television, computer, and video, including instructional and commercial television) in all residence hall rooms, and telephone service to rooms in University houses at no additional charge. This service includes unlimited local calling and voice mail (phone instruments are not provided) from each room, as well as discounted long distance rates for those enrolled in the University's long distance program. The only University houses or apartments that offer in-room data access are Blair House, Gonzaga House, Luzerne House and Westmoreland House. In addition, light in-room housekeeping, 24-hour maintenance, and 24-hour security are included.

Housing costs are based on the building to which that student is assigned. There are three housing plans: **Plan A** applies to Gavigan College and Redington Hall; **Plan B** applies to Cambria House, Casey Hall, Driscoll Hall, Gannon Hall, Lavis Hall, Leahy Hall, Luzerne House, McCormick Hall, Nevils Hall, Southwell House, Tioga House, Westmoreland House and all of the University theme houses; **Plan C** applies to Bradford Apartments, Denis-Edward Hall, Fitch Hall, Hafey Hall, Hannan Hall, Jerrett Apartments, Lynett Hall, Martin Hall, McCourt Hall, Montgomery Apartments, Somerset Apartments, and Wyoming House. **Please note that room and board charges are per semester. Even though the fee does cover intersession housing, an additional fee is assessed for any meal plan. No fees include vacation periods.**

Dining Services

Students have a choice of three cost-effective meal plans providing 19, 14 or 10 meals per week. The 19-meal plan provides three meals per day Monday through Friday, with brunch and dinner on Saturday and Sunday. The 14-meal plan provides any combination of 14 meals per week. The 10-meal plan offers students any combination of 10 meals per week. Meals are not served during vacation periods.

All freshmen living in University housing must participate in the 19-meal plan during the entire freshman year. Upperclass residents living in Driscoll, Leahy, Redington and Gavigan Halls must participate in one of the three University meal plans. Meal plan participation is optional for upperclass residents of the University houses, commuters and students living in private housing. Discounted meal tickets are available for guests and students wishing additional flexibility.

Contractual Obligations

Once enrolled in a room and/or board plan, the student is obligated to that plan for the remainder of the academic year including intersession.

Intersession

Students taking one or more intersession classes must live in University housing and, if applicable, continue in their meal plan program, if they were enrolled for either room and/or board for the preceding fall semester. As noted above, additional fees do apply for meals. Those not enrolled in classes during intersession are not permitted to reside in University housing for reasons of safety and security. Student athletes approved to stay by the Office of Residence Life may live in their rooms over the intersession period without taking classes.

STUDENT TELEPHONE SERVICES

Resident students are provided with basic telephone service and voice mail/messaging services as part of the basic room contract. University-provided long distance services are also available to all resident students. These discounted services include savings up to 50% over the cost of calling cards.

Students residing in off-campus housing (within one-mile aerial radius of campus) can also have access to the University's communication services, including basic telephone service, voice mail/messaging service and long distance service.

For more information regarding these communication services, contact the Office of Network Services, St. Thomas Hall, Room 102, or call 941-6181.

STUDENT IDENTIFICATION CARDS

All students attending the University of Scranton must have a current Royal Card (photo ID). This card must be presented upon demand for student services, registration, athletic facilities and in the library.

A Royal Card is used for meals in the dining facilities, resident hall access, photocopying in the library, and may be used in vending and laundry machines. A brochure describing the Royal Card account may be obtained at the Royal Card Office, St. Thomas Hall, Room 103 or by calling 941-6181 or 941-7400. Student photos are taken daily (8:30 a.m.-10:30 p.m.) at the Royal Card Office.

TUITION PAYMENTS

Tuition and fees are payable in advance upon registration. Registration is to be completed BY MAIL in August for the fall semester and in December for the spring semester. Without exception, laboratory fees must be paid in all courses with a laboratory requirement. The University Fee & Health Fee must be paid by all CAS, SOM and Panuska College of Professional Studies students registered for courses. This includes student teaching, internships and clinical studies.

No student shall be permitted to receive any degree, certificate or transcript of record until the financial account with the University has been settled.

FAMILY TUITION REDUCTION

Whenever two or more dependent children from the same family are in attendance during the same semester at the University as full-time undergraduate students, the family tuition reduction policy will apply. Also, whenever at least one dependent child in a family is in attendance at the University as a full-time undergraduate student and a parent is enrolled full-time as an undergraduate student, the tuition reduction policy will apply. Students must be full-time undergraduate students enrolled in either the University or Dexter Hanley College. The amount of tuition credit that will be awarded each semester for each student will be calculated after other financial aid has been applied by Bursar's Office personnel. Forms and additional information may be obtained from the Bursar's Office. A completed form must be filed in the Bursar's Office each year to receive the reduction for that year.

MONTHLY PAYMENTS

The University does not accept installment payments directly, but does facilitate this arrangement through a professional agency, Academic Management Services (AMS). For application information, please call AMS at 1-800-635-0120. Brochures are mailed to parents of all incoming students by May of each year.

VISA and MasterCard use is available for tuition and fee payments. Please contact Bursar's Office for details.

TUITION INSURANCE

The University, through A.W.G. Dewar, Inc., provides the Tuition Refund Plan (TRP). The plan helps protect your educational investment. When combined with the University's published refund policy, reimbursement totaling 100% of tuition and room and board charges billed by the University will be made if you must withdraw from a term due to a personal illness or accident. In case of withdrawal due to mental/nervous disorder 60% of the above charges are covered. Application information is available from the Bursar's office.

TUITION AND FEES

ACADEMIC YEAR 1998-99

TUITION: flat tuition (Applied for the fall and spring terms to freshmen, sophomore, junior and transfer students with an admit term of fall 96 and thereafter)

*Physical Therapy Majors (12 to 18 credits) $9260
All other Majors (12 to 18 credits) $8310

per credit rate applied for course loads less than the 12 credit flat tuition minimum credit load, or to credits in excess of the 18 credit flat tuition maximum credit load $465

TUITION: per credit (Applied for the fall and spring terms to students with an admit term prior to fall 96) $465

(Intersession-all students) $465
(Summer Session-all students) $389

* Note: The tuition charge for required intersession and summer courses taken by Physical Therapy majors is included in the fall and spring flat tuition assessment.

Honors Program —During their junior and senior years (fall and spring semesters), Honors students will be allowed to take up to 21 credits per semester at no additional charge above the flat tuition rate.

SJLA Program—During their junior and senior years (fall and spring semesters), SJLA students will be allowed to take up to 21 credits per semester at no additional charge above the flat tuition rate.

Business Leadership Program—During their junior and senior years (fall and spring semesters), Business Leadership students will be allowed to take up to 21 credits per semester at no additional charge above the flat tuition rate.

ORDINARY FEES

University Fee per semester (fall and spring)
(for freshmen, sophomore, junior and transfer students with an admit term of fall 96 and thereafter) $100.
(for students with an admit term prior to fall 96) ..... $435.
Health Fee per semester (fall and spring-for students with an admit term prior to fall 96) ..... $ 65.
Continuation Fee (in lieu of University Fee for students not in residence) per semester ..... $ 5.
Medical Leave Fee per semester ..... $ 15.
Reader (Individual Study) Fee, per credit, in addition to regular tuition ..... $ 30.
Breakage Fee ..... Actual

FOR GRADUATING STUDENTS ONLY
Commencement/Yearbook Fee ..... $190./$40.

FRESHMEN/TRANSFERS
Orientation/Gateway Experience Fee ... $230.

LABORATORY FEES

Science Departments
Biology Labs, per course, per semester ..... $100.
Chemistry Labs, per lab hour per semester ..... $ 40.
Physics labs, per course, per semester ..... $ 75.
Psychology Department Lab Fees, per course, per semester ..... $ 50.
Medical Technology Internship Fee, per semester ..... $125.
English/Communication Departments
Film Screening Fee, per course, per semester ..... $ 40.
Radio Lab, TV Lab Fee, per course, per semester ..... $ 50.
Foreign Language Department
Language Lab Fee, per course, per semester ..... $ 50.
Nursing, Occupational Therapy and Physical Therapy Departments
Clinical Lab, per hour, per semester ..... $ 40.
Assessment Fee (Nursing — Jr./Sr.) ..... $ 40./50.
Department of Art and Music
All Studio Art Courses (per course, per semester) ..... $ 70.
All Art History Courses, except ARTH 140 (per course, per semester) ..... $ 30.
Art/Music (ARMU 140/141) ..... $30./45.
Music Courses, MUS 111, 112, 219 Fee, per course, per semester ..... $ 30.
History/Political Science Department
HIS 212, HIS 218, per course film fee ..... $ 30.

SPECIAL SERVICE FEES

Late Tuition Payment Fee ..... $100.
Returned Check Fee ..... $ 25.
Late Registration Fee ..... $ 20.
Requested Change of Schedule after Classes Begin ..... $ 15.
Change of Major Fee ..... $ 15.
Off-Campus Course Permission Fee ..... $ 25.
Certified Transcript (per copy)
Currently Matriculated Students ..... $ 3.
All Other Requests ..... $ 5.
Application ..... $ 40.
Parking Fee, annual ..... $ 100.
Locker Rent, per year ..... $ 10.
Reinstatement to Class List ..... $100.
Foreign Study Fee (per semester) ..... $150.

ROOM AND BOARD FEE SCHEDULE:

Room Rent A (per semester) — Redington and Gavigan Halls		$2,261.
Room Rent B (per semester) — Theme Houses, Driscoll, Gannon, Lavis, McCormick, Leahy, Luzerne and Nevils Halls; Tioga, Westmoreland, Casey, Cambria		$2,139.
Room Rent C (per semester) — Denis Edward, Fitch, Hafey, Hannan, Lynett, Martin, McCourt, Bradford, Jerrett, Montgomery, Somerset, and Wyoming		$2,017.
Room Damage Deposit		$ 200.
Food Plan. 19 meal plan	(intersession — $415.)	semester — $1,534.
Food Plan. 14 meal plan	(intersession — $383.)	semester — $1,412.
Food Plan. 10 meal plan	(intersession — $333.)	semester — $1,203.
Summer Room Charges	(1st and 2nd sessions — $365.)	"G" session — $ 501.
University Housing Activity Fee (annual fee, all returning students)		$ 30.

REFUNDS

If a student is authorized to withdraw with honorable standing from the University for a good cause, a written request may be made for reduced charges for tuition, board and room fees. (Note should be taken that the student may not demand a refund as a matter of right.) Ordinarily, laboratory and special service fees are not refundable.* Students who entered the University prior to fall 1996 and who withdraw from individual courses are also eligible to receive credit on their account with the University according to the schedule given below.

SCHEDULE OF REFUNDS

FALL/SPRING SEMESTER	CREDIT
Before the first day of classes and	
To and including 10 calendar days	100%
To and including 17 calendar days	75 %
To and including 24 calendar days	50%
To and including 31 calendar days	25 %
Beyond 31 calendar days of the semester	no refund

INTERSESSION/SUMMER SESSIONS	CREDIT
Before the first day of classes and	
To and including 2 calendar days	100%
To and including 4 calendar days	50%
Beyond 4 calendar days of the session	no refund

* Note: Students billed flat tuition (those entering the University in fall 1996 or later) will be eligible for a refund only if their total course load after the dropped course(s) falls below the flat tuition minimum credit load, or their course load prior to dropping the course(s) was greater than the flat tuition maximum credit load. The formula used to calculate refunds for students billed under flat tuition will be available from the Bursar's office.

PRO RATA REFUNDS

An exception to the above policy applies to Title IV federal aid program recipients attending the University of Scranton for the first time. The 1992 amendments to the Higher Education Act specifies a pro rata refund of tuition, fees, room and board through 60% of the term. Term specific refund schedules are available from the Registrar's Office.

HEALTH INSURANCE

The University offers each of its undergraduate students the opportunity to enroll in an attractive health insurance plan at the outset of each academic year. All students residing in University housing units must participate in the University's sponsored health program, unless written evidence is presented showing coverage under another health program (e.g. parent's health policy).

SCHOLARSHIPS AND FINANCIAL AID

The University desires to help as many qualified students as possible to complete a college education. For this purpose the University maintains an Office of Financial Aid and all inquiries concerning such assistance should be made to the Director of Financial Aid.

PROCEDURES FOR APPLYING FOR SCHOLARSHIPS AND FINANCIAL AID

1. Submit the University Application for Scholarship and Financial Aid or the CSS Profile form. Incoming students must complete the application by February 1st. Returning students must complete and return the application by April 15th.
2. Complete the Free Application for Federal Student Aid (FAFSA). Priority filing date for incoming students is February 1st; for returning students, April 15th. FAFSA forms are available from High School Guidance Officers and from the University of Scranton Financial Aid Office.

In order to be eligible for financial aid, students are required to maintain satisfactory academic progress. Standards have been established for federal and University financial aid that measure a student's progress toward a declared educational objective. These guidelines include a maximum time frame for completing a degree, a minimum percentage of credits completed each academic year and a minimum cumulative G.P.A. A brief explanation is provided below.

Credit Requirements:

Full-time students are expected to complete their undergraduate degree within six academic years. Part-time students are allotted a period of time that shall not exceed twelve academic years. Full-time students must complete a minimum of 24 credits during the year; three-quarter time students, 18 credits; and half-time students, 12 credits. Students enrolled for a combination of full and part-time must earn a proportionate amount of credits.

Academic Requirements:

All students must maintain a cumulative G.P.A. of 2.00 in order to demonstrate satisfactory academic standing. Academic Scholarship recipients are required to maintain a cumulative G.P.A. of 3.00.

Students should consult the Comprehensive Guide to Financial Aid for a full definition of Satisfactory Progress Standards and the appeals process. Copies are available at the Financial Aid Office.

The following financial aid programs are available:

LOANS:

FEDERAL PERKINS LOAN PROGRAM. The University administers this federal program which provides 5% interest loans to needy students. A FAFSA Application is required of all loan applicants.

FEDERAL STAFFORD LOAN PROGRAM is available in cooperation with community banks, credit unions, and savings and loan associations. Applications should be obtained from your lender. The University of Scranton's preferred lender is PNC Bank. freshmen may borrow a maximum of $2,625, sophomores — $3,500, and juniors and seniors - $5,500 per academic grade level. The aggregate maximum for undergraduate study is $23,000. Depending on their grade level, independent students may borrow $4000-$5000 in unsubsidized Stafford loans.

FEDERAL PLUS PARENT LOAN is available for parents of dependent students. Credit worthy parents are able to borrow up to the difference between a student's cost of attendance less total other financial aid. Additional details and applications are available from community lending institutions.

THE PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY has been designated by the General Assembly to administer the State Grant Program. Students may be awarded from $200 to $2,700 per year. A FAFSA application must be filed by May 1.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT is a federal campus-based program awarded by the University. Amounts may range from $200-$2,500 per year to students who demonstrate exceptional need. Priority is given to Pell recipients. A FAFSA Application is required for this program.

THE FEDERAL PELL GRANT provides Federal grants, ranging from $400 to $2,700 per academic year, based on financial need. A FAFSA application is required.

UNIVERSITY OF SCRANTON AWARDS

The University offers a number of awards to students based on academic merit and financial need. All accepted freshmen are automatically evaluated for scholarship aid. In order to be considered for need-based aid, students must file a FAFSA and either the University Application for Financial Aid or the CSS Profile.

OTHER PROGRAMS:

THE FEDERAL WORK-STUDY PROGRAM is a federal campus-based program that provides employment during the academic year and the summer for students demonstrating financial need. The majority of the jobs are on-campus positions in various departments and administrative offices. Some jobs, both on and off campus, involve community service. Students seeking campus employment must file a FAFSA Application and Work-Study Application.

VETERANS BENEFITS — Veterans and eligible dependents should consult with their local Veterans Administration counselor in order to establish their eligibility for participation. The Office of the Registrar certifies enrollment for eligible veterans with the Veterans Administration (VA form 22-1999).

U.S. ARMY ROTC SCHOLARSHIPS are available. Full details may be secured by contacting the Military Science Department in Rock Hall (ph. 941-7457 or 941-6336). Approximately 85% of cadets are awarded scholarships, worth up to $60,000.

The UNITED STATES AIR FORCE RESERVE OFFICER TRAINING CORPS offers many 2- TO -5-year, full and partial tuition scholarships for which qualified students may compete, if

they enroll in U.S. Air Force ROTC. Certain qualified students may also be eligible for a tax-free stipend of $150 a month. All graduating students, who successfully complete the AFROTC program, receive commissions as Second Lieutenants, and will serve on active duty in the United States Air Force. For more information, contact the Aerospace Studies Department at 1-800-945-5378, ext. 4860.

OFFICE OF VOCATIONAL REHABILITATION under the Pennsylvania Department of Labor and Industry provides help to qualified students. Residents of other states should inquire about similar programs available in their state of residency.

SCHOLARSHIPS:

Each year the University offers merit scholarships which are based on a student's high school record of academic achievement. These scholarships include both Ignatian (full tuition) and Loyola (partial tuition) awards. Scholarship application procedures are outlined in the University Prospectus.

SCRANTON PREPARATORY SCHOOL SCHOLARSHIP

This four-year, full-tuition scholarship, initiated in 1947 by the President and Board of Trustees of the University, is given to a graduate of the Scranton Preparatory School in honor of the following (the name of the scholarship, therefore, rotates from year to year):

THE MOST REV. RAYMOND A. LANE, D.D., SCHOLARSHIP (1994-1998)

— to Laura M. Novak

THE MOST REV. WILLIAM J. HAFEY, D.D., SCHOLARSHIP (1995-1999)

— to Mary Ellen Donohue

Selection of the recipient is on the basis of academic achievement, qualities of leadership, service to the Preparatory school, and recommendation of the President and Dean of Studies of the Preparatory School.

IGNATIAN SCHOLARSHIPS

The Ignatian Scholarship was formerly known as the Presidential Scholarship. Its designation was changed in 1991 in honor of the 500th Anniversary of the birth of St. Ignatius, the founder of the Jesuits, and the 450th Anniversary of the Society.

The awarding of Ignatian Scholarships provides a unique opportunity to recognize individuals who have served this institution as trustees, faculty, staff or friends.

The names of the *Ignatian Scholarships* and the recipients for 1994-98 are:

THE RICHARD J. BOURCIER, PH.D., SCHOLARSHIP—to Thomas Truszkowski of Long Valley, New Jersey (Oratory Preparatory School).

THE REV. JOHN J. HIGGINS, S.J., SCHOLARSHIP—to Elizabeth Pilat of Nashua, New Hampshire (Bishop Guertin High School).

THE REV. WILLIAM B. HILL, S.J., SCHOLARSHIP—to Margaret Mullan of Elkton, Maryland (Archmere Academy).

THE BERNARD V. HYLAND, M.D. SCHOLARSHIP—to Karen Carpency of Hellertown, Pennsylvania (Bethlehem Catholic High School).

THE THOMAS J. MCHUGH, ESQ., SCHOLARSHIP—to Nancy Klein of Franklin Square, New York (Kellenberg Memorial High School).

THE HON. ROBERT J. MELLOW SCHOLARSHIP—to Georgette Lavetsky of Dickson City, Pennsylvania (Scranton Preparatory School).

THE MRS. ETHEL MULLIN SCHOLARSHIP—to Karolyn Teufel of Kingston, Pennsylvania (Bishop O'Reilly High School).

THE PATRICK T. RYAN, ESQ. SCHOLARSHIP—to Jennifer Taylor of Sinking Springs, Pennsylvania (Holy Name High School).

The names of the *Ignatian Scholarships* and the recipients for 1995-99 are:

THE REV. JOSEPH M. HAMMERNICK, S.J., SCHOLARSHIP—to Kathryn A. Janofsky of West Chester, Pennsylvania (the Academy of Notre Dame).

THE DAVID W. HAWK SCHOLARSHIP—to Johanna C. Eltz of Carbondale, Pennsylvania (Sacred Heart High School).

THE LAWRENCE J. HOWARD, M.D., SCHOLARSHIP—to Amy S. Baranoski of Wilkes-Barre, Pennsylvania (Elmer L. Meyers High School).

THE SR. MATTHEW ANITA MACDONALD, S.S.J., SCHOLARSHIP—to Andrea C. Thompson of West Chester, Pennsylvania (Villa Maria Academy).

THE CLAUDE R. MARTIN, JR., PH.D., SCHOLARSHIP—to Gregory D. Ryan of Bensalem, Pennsylvania (Conwell-Egan Catholic High School).

THE ETHEL PELL SCHOLARSHIP—to Timothy S. Palmer of Berwick, Pennsylvania (Lehighton Area High School).

THE JOHN J. PRICE SCHOLARSHIP—to John J. Dziak of Pittston, Pennsylvania (Pittston Area Senior High School).

THE JOHN P. ROCHON SCHOLARSHIP—to Kara B. Haughton of Flushing, New York (The Mary Louis Academy).

THE LARRY STETLER SCHOLARSHIP—to Katherine E. Roth of Levittown, Pennsylvania (Conwell-Egan Catholic High School).

THE MR. AND MRS. THOMAS J. SULLIVAN SCHOLARSHIP—to Thomas R. Szydlik of Plattsburgh, New York (Central Catholic Jr./Sr. High School).

THE ANONYMOUS FRIEND SCHOLARSHIP—to Michael F. Swierczek of Summit Hill, Pennsylvania (Marian High School).

The names of the *Ignatian Scholarships* and the recipients for 1996-2000 are:

THE DR. AND MRS. ARTHUR FURMAN SCHOLARSHIP—to Lisa A. Angelella of Harding, Pennsylvania (Wyoming Area High School).

THE WILLIAM R. LYNETT SCHOLARSHIP—to Adrienne M. Carver from Wilmington, Delaware (St. Mark's High School).

THE DR. AND MRS. FRANK A. MILANI SCHOLARSHIP—to Kate A. Ellis of Scranton, Pennsylvania (Bishop Hannan High School).

THE MR. AND MRS. PAUL F. TOOLAN SCHOLARSHIP—to Taryn L. Fallon of Merchantville, New Jersey (Bishop Eustace Preparatory School).

THE H. PATRICIA CURRAN SCHOLARSHIP—to Erin E. Frey of Lebanon, Pennsylvania (Lebanon High School).

THE EDWARD J. MANLEY SCHOLARSHIP—to Erin A. Grasek of Delanson, New York (Duanesburgh High School).

THE JOSEPH D. AUSTIN SCHOLARSHIP—to Douglas B. Klein of Somers, Connecticut (Somers High School).

THE MARY C. LIBERATORE SCHOLARSHIP—to Ann Marie Mulcahy of Valley Cottage, New York (Nyack High School).

THE MR. AND MRS. FRANCIS J. PEDICONE SCHOLARSHIP—to Jennifer A. Schumacher of Levittown, Pennsylvania (Conwell-Egan Catholic High School).

THE MR. AND MRS. JOSEPH T. DOYLE SCHOLARSHIP—to Daniel C. Wrazien of Windsor, Connecticut (Windsor High School).

The names of the *Ignatian Scholarships* and the recipients for 1997-2001 are:

THE AUSTIN BURKE SCHOLARSHIP—to James M. Karlinsey of Tunkhannock, Pennsylvania (Tunkhannock Area High School).

THE REV. ROYDEN B. DAVIS, S.J., SCHOLARSHIP—to Claire M. Lorenz of Brooklyn, New York (Notre Dame Acadamy High School).

THE SAUL KAPLAN SCHOLARSHIP—to Thomas W. Hoy of Elysburg, Pennsylvania (Southern Columbia Area High School).

THE BERTRAM N. LINDER SCHOLARSHIP—to Paul M. Krebs of Coal Township, Pennsylvania (Our Lady of Lourdes Regional High School).

THE RALPH J. LOMMA SCHOLARSHIP—to Katie A. Regan of Endwell, New York (Seton Catholic Central High School).

THE JAMES J. MACKRELL, M.D., SCHOLARSHIP — to Christopher J. Rosemeyer of Cordova, Tennessee (St. Benedict at Auburndale School).

THE MR. AND MRS. RICHARD C. MARQUARDT SCHOLARSHIP — to Susan E. Ingraffea of Ringwood, New Jersey (Lakeland Regional High School).

THE REV. BERNARD R. McILHENNY, S.J., SCHOLARSHIP — to Kathryn M. Roberts of Sellersville, Pennsylvania (Lansdale Catholic High School).

THE ANN MOSKOVITZ SCHOLARSHIP — to Marykatharine Barbalace of Philadelphia, Pennsylvania (Nazareth Academy).

THE BRIAN J. MURRAY SCHOLARSHIP — to Susanna E. Puntel of Wyndmoor, Pennsylvania (Mount Saint Joseph Academy).

THE REV. EUGENE A. NOLAN, S.J., SCHOLARSHIP — to Julie A. Grenot of Kenvil, New Jersey (Roxbury High School).

PIUS X SEMINARY SCHOLARSHIP

Dr. Arthur Jordan initiated the Rev. James Flynn, '58 Memorial Scholarship for the purpose of assisting University of Scranton students at Pius X Seminary in need of financial aid.

PURPLE CLUB SCHOLARSHIPS

Noteworthy among gifts to University of Scranton students are the significant amounts annually contributed by the Purple Club of Scranton. Since its founding in 1933, the Purple Club has provided special financial support to deserving and qualified students.

ENDOWMENT

The University Endowment welcomes gifts of funds or property from alumni, parents of students and other persons interested in the support of higher education.

Generally, the principal of an "endowment" is non-expendable. Income earned by investment of the endowment may be used for scholarships, awards, academic chairs, maintenance of buildings or other purposes specified by donors.

Some endowments are established by bequest through wills. Charitable Trusts and insurance programs, in more than a dozen variations, also provide a significant source of endowment funds, with the added feature of a life income for the donor. Outright gifts of highly appreciated securities or other property constitute another source of endowment funds.

Those interested in learning more about the cost and tax advantages of establishing a scholarship or other memorial, should contact:

Robert J. Sylvester
Vice President for Institutional Advancement
(717) 941-7661

F. Urbon Crovetti
Director of Development and Gift Planning
(717) 941-7724

ENDOWED SCHOLARSHIPS AND AWARDS

THE EUGENE J. AND ELIZABETH J. AGNONE SCHOLARSHIPS—The intent of this fund, established in 1997, is to aid a needy student from the Scranton area who is interested in pursuing a career in medicine.

THE ALPERIN FAMILY AWARD—Members of the Alperin Family (Irwin E. Alperin, Myer Alperin, Toni Alperin Goldberg, the late Joel M. Alperin and their families) established this award in 1987. It is given to incoming students who have demonstrated excellence in the classroom and financial need. First preference is given to employees of the Alperin family companies and their families, but all worthy students from Lackawanna County and Northeastern Pennsylvania are considered.

THE JOSEPH JAMES AND MARY AGNES ANDRAKO AWARDS—These funds were established in 1988 according to the provisions in the will of the late Joseph J. Andrako. The award benefits students who have financial need and who are enrolled in a pre-medical or allied health sciences program.

THE FRANK A. AND HELEN S. BACIEWICZ SCHOLARSHIP—This fund was created in memory of Frank Baciewicz by his family and widow. The student must embody characteristics of generosity, thoughtfulness, humor, and mental and physical tenacity. First consideration will be given to students from the Dickson City or Scranton area.

EDWARD F. BARTLEY SCHOLARSHIP—Joseph Austin, '52, and his wife, Mary, established this award in 1996 to honor Bartley, a U. of S. professor emeritus. The scholarship will be awarded to students from Lackawanna County, with preference given to students from the Mid-Valley area.

VELIO E. BERARDIS, M.D., MEMORIAL AWARD—In 1989 Mrs. Dorothy Berardis established a fund to honor the memory of her husband, Velio E. Berardis, M.D. This fund provides awards, based on merit and need, to senior pre-med students who hope to attend medical school. Special preference is given to those who plan to attend Jefferson Medical College.

THE MICHAEL J. BEVILACQUA AWARD—Established in 1989 by the Bevilacqua family as a memorial to honor the late Michael J. Bevilacqua. It is available to students from New Jersey when more than one member of the family is in college at the same time.

THE FRANCIS P. BOLAND, M.D. MEMORIAL AWARD—Family, friends and colleagues established this fund shortly after Dr. Boland's death in 1987. Each year a grant is given to Lackawanna County residents who are pre-med students. The award is based primarily on merit.

MARGARET BRIGGS FOUNDATION SCHOLARSHIP—In 1995 the Margaret Briggs Foundation established this award for an incoming freshman who demonstrates financial need. Students from Lackawanna County will be given first consideration; thereafter qualified students from one of the surrounding counties will be considered.

BURKE FAMILY AWARD—Income from this fund provides awards to needy and deserving students. The Burke family was originally from the Hyde Park section of Scranton. Thomas F. Burke, Class of '09, played a leadership role in founding the award.

ALIO J. BUSELLI MEMORIAL SCHOLARSHIP—Created in memory of Alio J. Buselli by his wife, June, to assist incoming freshmen from Lackawanna County pursuing a degree in chemistry.

REV. HENRY J. BUTLER, S.J. MEMORIAL AWARDS—The first award was established in 1984 by James Summers in honor of the Executive Vice President of the University who died in office in 1981. A second Butler Award was established in 1985 by John A. McCrane, a classmate of Father Butler at Georgetown University.

THE PRIVATE FRANK J. CALI SCHOLARSHIP—Mr. and Mrs. Samuel C. Cali created this scholarship in memory of Mr. Cali's brother. It is available to any student who meets the University of Scranton qualifications.

BRIDGET CARNEY AWARD—This fund was established in 1972 by a bequest of James I. Kearney, M.D. Income from the fund, which is named to honor the memory of Dr. Kearney's mother, is used for awards for students, one or both of whose parents were or are parishioners of St. Ignatius Parish, Kingston, Pennsylvania.

JAMES J. CLAUSS AWARD—Established in 1973 by a local businessman and alumnus, Class of '47, this fund provides aid to students who require financial assistance, but do not qualify for most award programs based on financial need. First consideration is given to Northeastern Pennsylvania students.

JON A. CLAUSS AWARD—An endowed award was established in 1980 to honor the memory of Jon A. Clauss, son of Dr. and Mrs. Thomas F. Clauss of Justus, Pa. Income from the award is distributed to deserving young men and women.

REV. JAMES J. CONLIN, S.J., SCHOLARSHIPS—This fund provides awards based on academic excellence as well as need.

GRACE COURTNEY SCHOLARSHIP FUND—Raymond S. Courtney established this award with a bequest in memory of his wife. This award provides financial assistance to students who meet the University's admission requirements.

HAROLD DAVIS, M.D., SCHOLARSHIP FUND—This award, established in 1994, is presented to a female undergraduate from Northeastern Pennsylvania pursuing a degree in the health sciences. The recipient must be involved in extracurricular activities. Both financial need and scholastic merit will be considered.

THE EUGENE J. DONAHUE SCHOLARSHIP AWARD FUND—This award was established in 1997 in memory of John and Ann Donahue by Eugene Donahue, a resident of Clarks Summit and a 1968 graduate of the University of Scranton. The award is for students who show a demonstrated need, and first consideration is given to students residing in Lackawanna County. Recipients must be enrolled in the University's Dexter Hanley College.

THE JUDITH A. DOYLE SCHOLARSHIP—This scholarship was created by Mr. Joseph T. Doyle in honor of his wife and in appreciation of his Jesuit education at the University of Scranton.

THE DENISE DUBBELS MEMORIAL SCHOLARSHIP—This fund was created by students and faculty members in memory of Denise, an Honors Program student and member of the Special Jesuit Liberal Arts program, who was killed in an automobile accident while studying in Russia. Her degree was conferred posthumously in 1994. The scholarship aids students who want to study in non-Western European countries.

ROBERT I. EDELSOHN AWARD—In 1964 a sum was bequeathed in the estate of Robert I. Edelsohn, a Polish immigrant who became a Scranton businessman and realtor. Income from the fund is used to furnish awards for needy and deserving students at the University.

EDUCATIONAL FREEDOM AWARD—In 1990 Joseph E. McCaffrey established this award to aid students who graduate from Lackawanna County parochial schools. Mr. McCaffrey, a member of the New Jersey Chapter of Citizens for Educational Freedom, hopes this award will remind students to continue to pursue the goals of The Citizens for Educational Freedom.

THE ETR AND ASSOCIATES, INC., SCHOLARSHIP—This fund was created by Mr. Robert E. Lee, President of ETR and Associates, in appreciation of the fine Jesuit education his daughter received at the University of Scranton. The scholarship is open to any student demonstrating personal financial need.

LAUREEN FINN MEMORIAL AWARD—Laureen Finn passed away in her sophomore year at the University of Scranton. Family, friends and fellow members of the class of 1990 established this award in memory of Laureen. The funds are awarded to a freshman education or English major with preferences given to residents of Englishtown, New Jersey.

THE MARTHA AND HERBERT FINN MEMORIAL SCHOLARSHIP—This fund was established by William H. Finn in honor of Martha and Herbert Finn. The proceeds are to assist students from Southern Connecticut, Westchester, Nassau and Suffolk counties in New York.

THE MARTHA FITCH AWARD—In 1955 a bequest was made to the University by Miss Martha Fitch, a retired nurse and former superintendent of Thompson Hospital, Scranton. Income is used to provide scholarships for needy and deserving students.

REV. JOHN J. FITZPATRICK, S.J., SCHOLARSHIP—This scholarship honors the Rev. John J. Fitzpatrick, S.J., who served the University of Scranton for 22 years in various roles including Dean of men, Jesuit minister, student counselor and university chaplain prior to his death in 1987. The scholarship helps students of academic excellence who have demonstrated financial need. Preference is given to students from Northeastern Pennsylvania who are enrolled in Dexter Hanley College. The fund was established through the generosity of Midori Y. Rynn, Ph.D., Professor of Sociology/Criminal Justice.

FATHER FITZPATRICK SPIRIT FUND—Established by several alumni in memory of Fr. Fitzpatrick who guided and influenced many students, the fund provides for special needs for athletics, crisis funds for students in need, and items related to the encouragement of school spirit.

FLEET PENNSYLVANIA SERVICES AWARD—Sons and daughters of Fleet Pennsylvania Services employees are eligible for this award. The U. of S. Financial Aid office will select a student based on financial need.

THE JAMES H. FOY, M.D., MEMORIAL AWARD—Established in 1987 by Dr. and Mrs. Joseph J. Rupp to honor Dr. Foy whose encouragement and support helped Dr. Rupp in his

education. The award is given to pre-medical students who also demonstrate proficiency in the humanities.

THE JAMES M. FRANEY SCHOLARSHIP—This scholarship fund was started from a bequest from the estate of Mr. James M. Franey. The scholarship benefits students from the Northeastern Pennsylvania area.

THE SARA G. FRIEL MEMORIAL AWARD—Before her death in 1982, Sara G. Friel, aunt of then University President, William J. Byron, S.J., directed that part of her estate be used to assist deserving and financially needy students each year.

JOSEPH P. GALLAGHER MEMORIAL SCHOLARSHIP—The Greater Scranton Chamber of Commerce created this award in 1995 to honor the memory of Mr. Gallagher, who was employed by the Chamber for 15 years. The award is given annually to a senior who is the son or daughter of an employee of any current member of the Chamber.

THE JOHN R. GAVIGAN AWARD—In 1989 the University of Scranton established Gavigan College in honor of John R. Gavigan who, for 37 years, served the University in numerous capacities. Also established in 1989, by University Alumni and friends of John, was the Gavigan Award Fund to assist students in financial need.

THE MORRIS AND MAE GELB AWARD—The Morris and Mae Gelb Award Fund was established in 1989, through gifts from the Gelbs, members of their family and friends. This award benefits deserving and needy students of all faiths attending the University.

THE REVEREND JOSEPH GIRARD GILBRIDE, S.J., MEMORIAL AWARD—This fund is for residents of Peckville (Blakely Borough), Carbondale, Throop, Nanticoke, the Parsons Section of Wilkes-Barre and Plymouth, all in Northeastern Pennsylvania. It was established by Fr. Joseph G. Gilbride, prior to his death, to provide awards to needy and worthy students.

THE DR. AND MRS. JOHN GIUNTA SCHOLARSHIP—Professor Giunta created this scholarship out of his loyalty to the University of Scranton and his appreciation for the fine education his own children received here. The award is given to an incoming freshman pursuing a degree in economics.

THE PETER S. GRAYBAR MEMORIAL AWARD—This fund was created to honor Peter S. Graybar, a beloved friend and active member of the University of Scranton's Class of 1993. The award provides assistance to a junior who has demonstrated active involvement in extracurricular activities.

THE EDWARD T. GRONCKI AWARD—Established to honor the memory of a University of Scranton alumnus, the awards are given to deserving young men and women. First consideration is given to residents of Lackawanna County.

THE IRVING AND EDYTHE GROSSMAN SCHOLARSHIP FUND—This fund was created out of the generosity of Irving and Edythe Grossman and is a memorial in their honor. Eligible students must demonstrate academic achievement and participation in community service.

JUDGE FREDERICK W. GUNSTER AWARD—The estate of Joseph F. Gunster provided funds for this award to honor the memory of his father. Awards are based on merit.

MARGARET GUNSTER AWARD—Joseph F. Gunster's mother is remembered through an award designed to assist students from low-income families. This fund was also established by Mr. Gunster's bequest.

RUTH GUNSTER MEMORIAL AWARD—In 1971, Joseph F. Gunster, Class of '17, established the Ruth H. Gunster Memorial Award Fund in loving memory of his wife. This fund, which was increased by a bequest in 1980, is used for awards given annually to students from Northeastern Pennsylvania.

THE JOHN AND LUCILLE GUZEY AWARD—An endowed award by Mr. and Mrs. John Guzey was begun initially in 1978. It assists members of the Scranton Boys' and Girls' Clubs, and also students with financial need.

A.J. GUZZI GENERAL CONTRACTORS, INC., SCHOLARSHIP—Angelo J. Guzzi created this award to assist qualified and deserving students from one of the following high schools: Abington Heights, Valley View, Mid-Valley and Lakeland. The recipient is an incoming freshman who demonstrates financial need.

REV. HANLEY AWARD—This award is named for the late Dexter Hanley, S.J., Esq., former University President. Aid from this fund is granted to nieces and nephews of University Jesuit personnel.

SARKIS R. HAZZOURI, JR., MEMORIAL SCHOLARSHIP—This fund was established in 1997 to assist incoming freshmen from Lackawanna County. First preference is given to graduates of West Scranton High School who intend to enroll in the School of Management.

REV. WILLIAM B. HILL, S.J., SCHOLARSHIP FUND—This fund was established to honor Fr. Hill by his sister, Gerardine C. Hill. Since 1969, Fr. Hill has served in several administrative positions at the U. of S. including assistant to the president.

THE HILL NEIGHBORHOOD ASSOCIATION/PETER CHEUNG AWARD—This fund was named for Peter Cheung, who died in an accident while an undergraduate. Awards are given to a junior or senior who has demonstrated service to the neighborhood and the University community. Preference is given to residents of the City of Scranton's Hill Neighborhood.

THE HOESCHELE-STEINMETZ AWARD—This fund was established by General Electric in honor of David B. Hoeschele, an alumnus of the class of 1950. Mr. Hoeschele was chosen by G.E. for a prestigious award for his leadership in the field of electronic circuit design. He then requested the funds be used to establish an award for United States citizens or permanent residents from Northeastern Pennsylvania. The recipient should be enrolled as a full-time undergraduate in either the Physics or Electronic Engineering program. This award is based on need and academic merit.

THE ROBERT V. HORGER SCHOLARSHIP FUND—This fund was established by Robert V. Horger, a prominent Scranton banker. It is given without respect to geography to qualified students from the incoming freshman class who demonstrate financial need.

GEORGE RONALD HOLMES, PH.D., SCHOLARSHIP—Dr. Holmes and his wife started this award to provide aid to junior and senior psychology majors.

THE FRANK AND JEAN HUBBARD AWARD—This fund was established through a generous gift from Frank and Jean Hubbard. It is for graduates from North Pocono High School in the top 25% of the class who have financial need. It is expected that the recipient will take a minimum of fifteen credits each semester.

ITT AWARD—The International Telephone and Telegraph Corporation established this award fund to encourage students to pursue academic excellence. The Office of Admissions annually selects an incoming freshman to receive the award, which is renewable based on academic achievement.

THE JESUIT COMMUNITY SCHOLARSHIP—Substantial annual gifts from the University of Scranton Jesuit Community have made possible an endowment to provide unrestricted scholarship aid to deserving students. Most awards are based on financial need and academic achievement.

THE JETHRO SCHOLARSHIP—Established by a University of Scranton faculty member, Dr. Everett R. Brown, the grant is awarded to a freshman Management, Marketing or Economics/Finance major who demonstrates he or she has earned a significant amount of total college expenses. It is not dependent upon financial status of parents, nor high school grades. Available for four years, as long as the recipient maintains a grade point average of 3.00 or better.

B. CARL JONES MEMORIAL AWARD—This fund was established in 1988 by family, friends and colleagues of the late B. Carl Jones, a University trustee and benefactor. The fund provides financial assistance, based on need, to students from Lackawanna County who are enrolled in the School of Management.

THE FRANCIS J. KEARNEY AWARD—A 1977 gift from a retired pharmacist, followed by a bequest in 1979, made possible this award fund to assist deserving students in need of financial aid.

KOCH-CONLEY AMERICAN LEGION AWARD—Established in 1985 by agreement with the American Legion, these awards are provided on the basis of academic achievement and financial need. First preference is given to family members and grandchildren of the members of the Koch-Conley American Legion Post 121. Thereafter, family members of other Pennsylvania American Legion Post members may be considered.

REV. STEPHEN A. KOLLAR MEMORIAL AWARD—Established in 1977 from the will of the late pastor of Holy Family Church, Scranton. Applications must be considered in the following priority: 1) kinship to Rev. Stephen Kollar; 2) members of the Holy Family Church for a minimum of three years prior to filing the application. In the event that there are no eligible candidates in these categories, other needy students may be considered.

THE MARY R. WALSH KRAHE AWARD—Established in 1987 by Mary R. Walsh Krahe in memory of her brothers, Nicholas E. Walsh and William E. Walsh, and the Walsh family of Old Forge, Pennsylvania. Funds provide support to a student from Lackawanna County with preference given to students who attended Old Forge High School.

KUEHNER AWARD—This fund was established by Carl, Class of '62, and Joanne Kuehner of Naples, Florida in 1985. Income from this fund provides financial assistance to needy students from single-parent families in Lackawanna County.

LACKAWANNA MEDICAL GROUP EDUCATIONAL FUND—This fund provides assistance to students from Lackawanna County who are in financial need and who intend to pursue careers in health-related professions. First preference is given to children of persons affiliated with Lackawanna Medical Group.

JOSEPH F. AND ROBERT G. LAVIS AWARD—In 1990 a gift was made to the University through the estate of Robert G. Lavis, a Scranton businessman. Income from this fund provides a full four-year award to an incoming freshman. This award also helps junior and senior students (who have a reduction in their ability to meet educational expenses).

EDWARD P. LEAHY AWARD—An endowed fund established in 1989 by Edward R. Leahy, Esq., in honor of his late uncle provides aid to needy students.

THE LESLIE FAY SCHOLARSHIP—This fund was established to assist with the cost of education for students of Leslie Fay employees at the Wilkes-Barre, Pennsylvania, facility.

THE RALPH J. LOMMA AWARD—This award is presented to students with outstanding high school records in honor of Ralph J. Lomma, an alumnus of the University and a distinguished Scranton businessman. The full-tuition scholarship is awarded each four years to one student.

THE WILLIAM V. LOUGHRAN AND ALBERT E. PETERS AWARD FUND—Established in 1985 through a gift of Albert E. Peters and Elizabeth Loughran Peters, this fund provides awards, based on merit and need, to seniors who intend to pursue graduate studies in the fields of science, chemistry, and medicine.

THE BRUCE LOWENBERG AND JOHN McLEAN KELLY MEMORIAL AWARD—This fund was established in 1988 by Mrs. Frances McLean Lowenberg. It provides awards to qualified and deserving young men and women.

CLARE BOOTHE LUCE SCHOLARSHIP—A grant from the Clare Boothe Luce Fund provides undergraduate scholarships to enrolled female students majoring in the physical and computing sciences and mathematics.

THE FRANK J. AND MAE C. MacENTEE MEMORIAL AWARD—Founded by the MacEntee family in memory of their beloved parents. This award will assist deserving students with their education costs.

BETH ANNE AND BRIAN MACKIE MEMORIAL AWARD—This fund was created as a memorial to Beth Anne Mackie by her parents. The eligible student must be a psychology major showing academic excellence.

THE SALLY AND RICHARD MARQUARDT SCHOLARSHIP AWARD FUND—This award was established in 1997 by Mr. and Mrs. Marquardt, residents of Waverly, Pennsylvania. The award is given each year to qualified local students.

THE CONGRESSMAN AND MRS. JOSEPH McDADE PROGRAM OF PUBLIC SERVICE—The fund, established in 1990, supports students majoring in Political Science, doing internships in Scranton area government offices with the intention of following a career in public service.

THE ROBERT L. McDEVITT, K.S.G. AWARD—Income from a fund established in 1977 provides assistance to qualified and deserving Hanley College students. The award was established by Robert L. McDevitt, K.S.G., a Georgetown University classmate and long-time friend of the late Rev. Dexter L. Hanley, S.J., who served as president of the University from 1970 to 1975.

JOHN J. AND KATHLEEN MCLAINE MEMORIAL SCHOLARSHIP FUND— John J. McLaine, Class of '71, established this fund in 1997 to honor his parents. First preference is given to students from Lackawanna County who are enrolled in the School of Management.

THE MONSIGNOR ANDREW J. McGOWAN SCHOLARSHIP—The F.M. Kirby Foundation, Inc., established this award to honor Msgr. McGowan, a U. of S. former trustee and honorary degree recipient. It will be used to assist deserving students who reside in either Lackawanna or Luzerne County.

THE JOHN P. McLEAN AWARD—Established in 1985 by former trustee, Thomas E. Sheridan, '60, and many other alumni, students, family and friends to honor Professor John P. McLean, a School of Management faculty member for over 50 years. It is distributed to deserving accounting students.

CHARLES E. MERRILL AWARD—In 1969, the Charles E. Merrill Trust of New York City made a gift to the University. The income from this award assists students of the Catholic faith.

THE MARGARET CHORBA MEZICK SCHOLARSHIP FUND—This award was established by James A. and Mary P. Mezick in honor of Mr. Mezick's mother. The award is given each year to a qualified incoming freshman, with preference given to students from the Mid-Valley, with demonstrated need.

THE ANGELO H. MONTRONE AWARD—This fund was established by Paul M. Montrone, '62, President of the Henley Group, Inc., to honor his father. It assists a School of Management student who best exemplifies the senior Mr. Montrone's lifelong dedication to self-improvement and ethical behavior in business.

DR. LESLIE E. MORGAN SCHOLARSHIP FUND—This fund was established through a bequest from Dr. Morgan. Annual income from the fund is used to assist persons studying to become members of one of the health services professions.

THE ROBERT W. MUNLEY MEMORIAL AWARD—This fund was established by Robert W. Munley, Esq. and Judge James M. Munley as a way of honoring their father, Robert W. Munley. Income from this fund supports deserving young students from Lackawanna County.

THE MURPHY AWARD—This fund was established in 1957, through a bequest of Miss Margaret Murphy, a retired schoolteacher and lifelong resident of Scranton. Margaret and her sister Katherine made the award "in loving memory of our mother, father, and brothers," to assist needy and deserving students.

JAMES NASSER FAMILY AWARD—This fund was established in 1986 by Mr. and Mrs. James R. Nasser. Preference is given to needy students from Lackawanna County.

THE NEPA APICS AWARD—Established in 1987 by Northeastern Pennsylvania Chapter of the American Production and Inventory Control Society for qualified junior or senior students enrolled in the Operations Management major of the School of Management and/or active members of the University of Scranton Chapter of APICS.

THE MARIAN R. OATES MEMORIAL AWARD—This fund was established in memory of an alumna who passed away in an automobile accident shortly after her 1990 graduation. Awards from this fund will aid middle-income students from New Jersey.

THE RAYMOND S. O'CONNELL AWARD—Shortly before his death in 1981, an alumnus of St. Thomas College, Raymond S. O'Connell, established a fund for needy students. His sister, Sara E. O'Connell, completed the gift after Raymond's death.

FRANK O'HARA AWARD—This award was established in 1988 by friends and family of "Mr. University," Frank O'Hara. Mr. O'Hara served in many capacities over a long career with the University. This fund, along with O'Hara Hall, were established in his memory.

THE MARIAN M. AND PATRICK F. O'HARA AWARD—Income from an endowment provides unrestricted awards grants to deserving young men and women.

OPPENHEIM FAMILY AWARD—This fund was established by the Oppenheim family, who for many years owned and operated Oppenheim's Department Store and its predecessor, The Scranton Dry Goods Co. Income from the fund is used primarily for part-time, non-traditional students who need financial assistance.

REV. EDWARD R. POWERS, S.J., SCHOLARSHIP—This fund provides awards based on academic excellence as well as need.

ERNEST D. PREATE, SR., MEMORIAL AWARD—The family of Attorney Ernest D. Preate, Sr. established this fund in March 1982. First consideration is given to needy students who are residents of Lackawanna County.

THE REV. J.J. QUINN, S.J. SCHOLARSHIP—This scholarship honors Rev. J.J. Quinn, S.J., professor emeritus of English. It was started by alumni and former students to honor Fr. Quinn's many years of service to the University of Scranton, his students, and the community.

THE FRANCIS E. AND ELIZABETH BRENNAN REDINGTON SCHOLARSHIP—This fund was established in 1984 according to provisions in the will of the late Francis E. Redington. It provides financial assistance to students on the basis of both ability and need. Some portion of the income each year supports scholarships for students from the Republic of Ireland.

JOHN CHARLES & KATHRYN S. REDMOND FOUNDATION AWARD—The income from this fund will be directed to an outstanding student who is not eligible for any direct financial aid, as specified by state or federal regulations, but who shows financial need because of the student's family situation (e.g., number of children in school needing parental support).

THE DR. RICHARD A. RENDICH EDUCATIONAL AWARD—This endowed fund was established by the family of University alumna, Grace Rendich. Income from the fund is used to assist in the education of needy young men aspiring to the priesthood.

JOHN M. ROBINSON AWARD—Established by John M. Robinson, who attended the University and subsequently established LPS Industries, Inc., in Newark, New Jersey. The award assists promising and deserving students. Scranton area residents receive first consideration.

PATRICK AND MARIE C. ROCHE SCHOLARSHIP—Out of their affection for the University and respect for the school's mission, Scranton natives Patrick and Marie Roche created this scholarship for eligible Lackawanna County students.

THE MARY KAY/ROCHON SCHOLARSHIP—This scholarship was set up by Mr. John Rochon and the Mary Kay Foundation. It is awarded to bright, female students in economic need.

REV. JOSEPH A. ROCK, S.J., SCHOLARSHIP—Created in momory of Father Joseph A. Rock, S.J., who served as acting president in 1970, to assist students enrolled in the academic development program.

THE ROBERT RYDER SCHOLARSHIP—Established in 1988 by John Diskin, '67 and Coopers and Lybrand as a tribute to Mr. Robert Ryder, long-time Vice President for Finance/Treasurer. The scholarship assists local students of Scranton or the Borough of Dunmore, Pennsylvania.

CHARLES V. SABATINO, SR., SCHOLARSHIP—This fund was established in 1990 by Frank C. Sabatino, Esq., '76, as a memorial to his father. This scholarship, based on merit, is awarded to a sophomore who has studied history.

THE JOSEPHINE SARCINELLI MEMORIAL AWARD—Med Science Laboratory, Scranton, established this award in 1983 to honor the memory of Josephine Sarcinelli, the office manager of the firm for many years. The award is given to an incoming freshman from Lackawanna County who is in financial need and intends to major in medical technology.

SCRANTON TIMES/SUNDAY TIMES/TRIBUNE—This award was established by the Lynett-Haggerty families to provide support to current or former newspaper carriers attending the U. of S. Applications for the award should be filed with the University's Financial Aid office.

THOMAS J. SHEVLIN, JR., AND DR. JOHN F. SHEVLIN MEMORIAL AWARD—This fund was established in 1989 through a bequest from Thomas J. Shevlin, Jr., of Carbondale, Pennsylvania. Income from this award is used to assist deserving young men and women in pre-medical studies.

THE SPECIALTY GROUP, INC., EDUCATIONAL FUND—The fund was established in 1988 for students of Dunmore High School, or Bishop O'Hara High School, Dunmore, Pennsylvania.

THE FRANCIS J. STAHL '35, MEMORIAL FUND—These funds were established through the will of Mary T. Stahl and her husband Francis J. Stahl, a 1935 graduate of the University of Scranton. The fund assists local needy students.

THE AMELIA SURACI AWARD—This endowed fund was established in 1977 by the late Mr. Frank Suraci, Chairman of Parodi Cigar Corporation, to honor his wife Amelia. After Mr. Suraci's death, contributions from the Suraci and Keating families were added to the endowment. Each year, income from the fund is distributed to deserving and needy students.

THE TRL ASSOCIATES SCHOLARSHIP—This award was established by Stephen P. Hrobuchak, Jr., President of TRL, Inc., to benefit TRL employees and their children.

UNICO SCHOLARSHIP—The UNICO Foundation of the Scranton Chapter of UNICO National, a philanthropic group, established this fund in 1980 to offer financial assistance to deserving students.

CHARLES J. VOLPE SCHOLARSHIP AND LECTURE FUND—Established in 1988, this fund is in memory of Charles J. Volpe, a well respected Scranton businessman and public servant. The award provides assistance for a student, entering senior year, who is majoring in Political Science. The Lecture Fund provides for an annual lecture featuring a well-known public servant.

THE PAUL L. WALEFF MEMORIAL AWARD—This fund was established by the parents of Paul L. Waleff, who died in 1984 while a student at the University of Scranton. The award is presented to a junior or senior who plans a career of service to persons with disabilities.

THE THOMAS P. WHITE AWARD—Mrs. Irene White established this award in honor of the memory of her husband, Thomas. It is to be awarded to an Education major and a "non-traditional" student, such as a transfer student or an individual returning to school after an absence.

THE WILLIAM ZAHLER AWARD—In 1986, Mr. and Mrs. William P. Zahler of Mayfield Heights, Ohio, established an award in memory of their son William Zahler, Jr., an associate professor of English at the University. Income from the endowed award is distributed to deserving young men and women.

ANNUAL AWARDS

DR. A.J. CAWLEY AWARD—In memory of Dr. A.J. Cawley of Pittston, Pa., a fund was established by a legacy from his sister, Miss Ellen Cawley. Income therefrom is used to provide an award to an Electrical Engineering major each year.

CECO ASSOCIATES, INC., AWARD—Started in 1993 by Mr. Angelo Rosati, President of CECO Associates, Inc., to assist a Lackawanna County senior pursuing a degree in engineering or a similar field.

THE LEN AND DEBORAH GOUGEON ST. ANN'S AWARD—Established in 1986 through a gift from Drs. Len and Deborah Gougeon. This award, based on need, will provide assistance to a graduate of St. Ann's Grammar School or a member of St. Ann's Monastery Parish, Scranton.

JOSEPH P. HARPER AWARD—A fund was established in 1967 to honor the memory of Joseph P. Harper, Professor of Physics. An annual award is given to a senior Physics major upon the recommendation of the Physics Department and with the approval of the Director of Financial Aid. The Department of Physics presents, with the award, a citation reminding the recipient of the high scholarly ideals exemplary life, and dedicated service represented by Professor Harper.

THE KATHRYN AND BERNARD HYLAND MEMORIAL AWARD FOR EXCELLENCE IN BIOLOGY—A gift from alumnus Bernard V. Hyland, M.D., made in loving memory of his parents, established in 1980 an endowment to perpetuate this annual award. The award is presented to a graduating senior from the Biology Department who, in the opinion of the department's faculty, has achieved distinction based on academic excellence in biology, personal integrity and concern for others.

THE ROSE KELLY AWARD—A University of Scranton alumnus, Joseph Wineburgh, Ph.D., set in place an endowment to link the efforts of elementary and secondary school teachers to the achievements of college students. Each year, an outstanding student is selected by a committee appointed by the Academic Vice President. The Rose I. Kelly Award winner is asked to name a high school or elementary teacher who most influenced his or her pre-college academic preparation. Both the student and the teacher from pre-college days are honored at a campus ceremony. Dr. Wineburgh established the program to honor an elementary teacher, Rose I. Kelly, who greatly influenced his life.

LACKAWANNA COUNTY LAWYERS' AUXILIARY AWARD—Established in 1982, this award is annually presented to an outstanding graduating senior from Lackawanna County to provide scholarship assistance in the first year of law school. The scholarship is given directly by the Lawyers' Auxiliary, upon the recommendation of the University Pre-Law Advisor.

THE CHARLOTTE W. NEWCOMBE FOUNDATION AWARD—This fund provides scholarship aid for mature, second-career women students.

O'MALLEY & HARRIS PRE-LAW AWARD—This award, sponsored by the law firm O'Malley & Harris, P.C., is based on the outcome of an annual competition among full-time undergraduates at both the University of Scranton and Marywood University. Entry information is available from either school's pre-law advisor.

PASTEUR MERIEUX CONNAUGHT SCHOLARSHIP—Each year, two graduate students with demonstrated excellence in the field of biology and who are pursuing a Biochemistry Master's Degree are selected for a summer internship at Pasteur Merieux Connaught's Swiftwater, Pennsylvania location.

CHRISTOPHER JASON PERFILIO MEMORIAL AWARD FOR SJLA (SPECIAL JESUIT LIBERAL ARTS)—This award was established by Christopher's parents and older brother for SJLA students who have high academic achievement and show financial need. Christopher passed away the summer before his senior year. His degree was conferred posthumously in May, 1995.

THE BERNARD SHAIR MEMORIAL AWARD—This award was established by family, friends and colleagues of Dr. Shair through the Scranton Area Foundation. It is presented annually to a graduating senior of the University of Scranton who has been enrolled in an accredited dental school the same year of the award.

THE ARMOND AND BETTY STRUTIN AWARD—This fund was created out of the generosity and commitment to the University of Scranton by Armond and Betty Strutin. The fund is distributed each year to deserving students identified and designated by the Purple Club.

BIENNIAL SCHOLARSHIP

DR. JOHN H. CORCORAN AWARD—Biennially the Society of the Friendly Sons of St. Patrick of Lackawanna County provides funds for a University of Scranton student or students to enjoy the benefits of studying at an Irish University for one or two semesters in Ireland. Contact Dr. Mary Engel, Associate Dean of the College of Arts and Sciences, for further information.

ENDOWED CHAIRS

THE ALPERIN CHAIR IN BUSINESS ADMINISTRATION—Established by an endowment, this academic chair was set in place in 1980 through the gifts of three Scranton businessmen: Joel, Irwin and Myer Alperin, and their families. The late Joel Mitchell Alperin was the originator and the principal sponsor of the chair and its endowment. Income from the Alperin brothers' gift is applied to the salary of a professor in the School of Management.

THE CHAIR IN JUDAIC STUDIES—Income from an endowment established by alumni and friends of the University makes it possible for the University to invite, for short visits to Scranton, Judaic scholars from Israel, or other parts of the world, for public lectures and meetings with students and faculty.

THE PIUS X TEACHING CHAIR OF THEOLOGY—Established in 1976 by an anonymous gift, and the assignment of a matching grant from the University's Commitment to Excellence capital campaign, this chair is occupied by a priest, or jointly by a set of priests, of the Diocese of Scranton. The chairholders are nominated by the faculty of St. Pius X Seminary and approved by the faculty of the Department of Theology and Religious Studies at the University.

THE JOSEPH T. AND FRANK M. McDONALD CHAIR—Income from an endowment established by George and Dr. Herbert McDonald is used primarily to support the Pre-Law program, including support of the pre-law advisor, internship program, and advisory team; income is also used to provide scholarship assistance to deserving students in pre-law majors.

OTHER ENDOWMENTS

THE NEH ENDOWMENT—This endowment is being established through a challenge grant from the National Endowment for the Humanities. It will support the acquisition of materials for the humanities collection in the Weinberg Memorial Library.

JESUIT COMMUNITY CONTRIBUTION—Total contributed services of the members of the Jesuit Community of Scranton have been approximately $3,000,000 since 1942. This gift of funds, returned to the University from payments made to Jesuits for their services, has enabled the University to offer many scholarships from its operating budget and has substantially aided the building program.

JOHN J. LONG, S.J., FUND—Contributions to this fund were made by friends of the Very Rev. John J. Long, S.J., President of the University, 1953-1963, on the occasion of his Golden Jubilee in the Society of Jesus and later as a memorial after his death in 1971. The fund is invested and the income therefrom is used for projects and programs concerned with the spiritual growth of students.

THE LOYOLA LECTURE—The Jesuit Community serving the University of Scranton has endowed a lecture program intended to bring distinguished Jesuit speakers to campus. Named in honor of St. Ignatius Loyola, founder of the Jesuit Order, this fund can also support visits by other scholars capable of assisting the University community to better appreciate the Jesuit heritage.

THE HARRY AND HELEN MACK AWARD FUND—This award was established through a unitrust by Mrs. Helen Mack and is restricted to the University of Scranton's Judaic Studies Program. It assists students and the community in learning about Jewish heritage and culture.

The Harry and Jeanette Weinberg Memorial Library

Academic Program

The University's academic program for undergraduates is offered through three day schools, the College of Arts and Sciences, the School of Management, and the J.A. Panuska, S.J. College of Professional Studies; and through its division for non-traditional students, Dexter Hanley College. The schools share a common General Education program and offer baccalaureate degrees in 48 fields.

DEGREE PROGRAMS

The University offers the following degree programs for the undergraduate student:

BACHELOR OF ARTS

- Classical Languages
- Communication
- English
- French
- German
- History
- Interdisciplinary Studies
- International Language Business
- Philosophy
- Spanish
- Theatre
- Theology and Religious Studies

BACHELOR OF SCIENCE

- Accounting
- Biochemistry
- Biology
- Biophysics
- Chemistry
- Chemistry-Business
- Chemistry-Computers
- Computer Engineering
- Computer Information Systems
- Computer Science
- Criminal Justice
- Economics
- Early Childhood Education
- Elementary Education
- Environmental Science
- Exercise Science
- Finance
- Electrical Engineering
- Electronics-Business
- Gerontology
- Health Administration
- Human Services
- International Business
- International Studies
- Liberal Studies*
- Management
- Marketing
- Mathematics
- Medical Technology
- Neuroscience
- Nursing
- Occupational Therapy
- Operations Management
- Physical Therapy†
- Physics
- Political Science
- Psychology
- Secondary Education
- Sociology
- Special Education

ASSOCIATE IN ARTS*
ASSOCIATE IN SCIENCE

- Business
- Computer Information Systems
- Criminal Justice
- Electronics Engineering
- Gerontology
- Health Administration
- Human Services
- Political Science
- Sociology

*Available through Dexter Hanley College only.

†Students entering the Physical Therapy program will earn a B.S. in Health Services after completing the first four years of a five-year program and a Master of Physical Therapy degree (M.P.T.) after completion of the fifth year.

MINORS

Minors, which require a minimum of 15 hours, are currently available in the following fields:

- Accounting
- Art History
- Biology
- Business
- Chemistry
- Biochemistry
- Coaching
- Communication
- Computer Information Systems
- Computer Science
- Criminal Justice
- Economics
- English
- Foreign Language
- Gerontology
- History
- Human Services
- Health Administration
- International Studies
- Leadership
- Management of Structures and Systems
- Management of People and Teams
- Mathematics
- Music Literature
- Operations Management
- Philosophy
- Physics
- Political Science
- Public Administration
- Psychology
- Sociology
- Theatre
- Theology
- Writing

Consult departmental listings for details.

Courses counted toward a major may not be counted toward a minor. However, courses counted toward a cognate or general education courses may be used to fulfill minor requirements.

DOUBLE MAJOR PROGRAM

Students at the end of the first semester of freshman year or thereafter may elect to pursue a second field of concentration in addition to their first major. The permission of the appropriate Dean and the agreement of the two pertinent departmental chairpersons should be obtained in writing at this time and placed in the student's file. A second major will consist of all major and required cognate courses. ***For students matriculating in Fall 1997 and later, completion of a second major will also require completion of any general education courses that are explicitly required as part of the second major.*** Except for double majors involving Education and a content area, a second major will not be awarded for ***fewer*** than 18 credits in the second field which are not counted as part of the first major. The credits in the General Education area need not, of course, be repeated. Sixty-five students in the Class of '91, sixty-eight students in the Class of '92, seventy-two students in the class of '93, seventy-eight students in the Class of '94, and seventy-six students in the class of '95 graduated with double majors.

SECOND DEGREES

Persons with good scholastic records and a baccalaureate degree from a regionally accredited institution, who wish to earn a second baccalaureate degree, must apply to Dexter Hanley College. Requirements for a second degree are outlined on page 248.

SUMMER SCHOOL

The University of Scranton annually offers a Summer School of two sessions to allow students to accelerate their degree programs or to make up courses that may not have been completed during the regular semesters.

TRANSFERRING CREDITS FROM OTHER INSTITUTIONS

A matriculating student ***in good academic and disciplinary standing*** at the University of Scranton can transfer in no more than ten (10) percent of the total credits in the student's program. A student transferring in from another institution will be limited to no more than ten (10) percent of the total credits remaining in the student's program. All students must meet the residency requirements which state that 63 credits including the last 30 credits must be taken at the University of Scranton. University of Scranton students who have completed their sophomore year (60 credits) are permitted to take courses only at other four-year regionally accredited institutions. Those who have not completed their sophomore year may be approved for courses at two-year or four-year regionally accredited institutions. Grades below C received elsewhere are not transferrable to the University; no grades from other institutions are computed into the student's grade point average. Permission to take courses at another institution is granted by the dean of the student's college. ***Students may not ordinarily take a course at another institution if they have failed the same course at the University of Scranton.*** Students must obtain permission before registering at another institution. Exceptions to this policy can be made by the student's dean.

SERVICE LEARNING

The J.A. Panuska, S.J. College of Professional Studies; in keeping with the Mission Statement of this University, is committed to teaching students how to incorporate theory into practice. The College believes that the best way to encourage students to participate in the communities around them in a productive way, is to introduce them to the academic, social, and civic needs of diverse groups of people through service work in the community. The focus on Service-Learning will engender in students an appreciation not only of local issues but also of national and global issues with which they will need to be coversant during their professional lives.

UNIVERSITY OF SCRANTON GENERAL EDUCATION

All students at the University of Scranton will have the opportunity to become liberally educated in the Ignatian tradition. This liberal education will include the development of general skills and skills in the major. It will also include opportunity to develop both depth and breadth in the major, the cognate, and in the areas of natural science, social/behavioral science, humanities, philosophy, and theology. Within the disciplines listed above, students will also take at least two courses that are writing intensive and two courses with a strong cultural diversity component. Our approach to general education follows the outline below.

FIRST YEAR

Skills and knowledge development in writing, speaking, quantitative reasoning, and computing and information retrieval and use.

GE SPCH	COMM 100[1]
GE WRTG	WRTG 107 or PHIL 217J[1] or WRTG 105 and 106
GE C/IL	C/IL 102 or 104 or 106 or 108 (See descriptions on p.20)
GE QUAN	A mathematically based course as recommended by the major or chosen by the student in consultation with an advisor: the titles of courses meeting this requirement have a (Q) preceding their titles
GE FSEM	Freshman seminar INTD 100

Because of its recognition that utilizing information technology, writing, and speaking effectively are skills necessary for success in college and in one's later professional life, the University of Scranton requires that students demonstrate basic competencies in written, oral, and digital communication before their junior year. These competencies may be demonstrated by the students in one of the following ways:

a. An examination supervised by Communication Department faculty) for (COMM 100), by English Department faculty (for WRTG 107) **and by the Computer Information Literacy Advisory Board (for C/IL 10x and 10xL)**. These examinations may be taken only once by freshmen and sophomores who have not taken the course in the same skill area.

b. Successful completion (a grade of C or higher) of each course set up to facilitate mastery of these skills: Communication 100 for oral communication; Writing 107 (or appropriate advanced standing course) for writing skills; **and each component of Computer/Information Literacy 102 and 102L (or 104/104L, 106/106L, 108/108L) for ability to use digital technology.**

FIRST AND SECOND YEAR

GE PHIL	PHIL 120 - PHIL 210
GE T/RS	T/RS 121 - T/RS 122
GE HUMN	Humanities courses as recommended by the student's home department or student's advisor. Students must earn six credits in one humanities field: History, Literature, or Foreign Language. Students will then earn six more credits in any other humanities fields with no more than three credits in Art or Music. Courses which fulfill the Humanities requirement are listed in several subdivisions under "culture"; the titles of courses meeting this requirement have a (C) preceding their titles.
GE NSCI	Six credits of natural science as determined either by the major or by the student after consultation with an advisor. Courses focus on the historical and cultural context of science, providing students with the tools to analyze and discuss scientific and technological issues, relate quantitative information to scientific theory and models within a particular scientific discipline. Courses which meet the requirements of Natural Science have an (E) before the title.
GE S/BH	Six credits of social/behavioral science as determined either by the student's major or by the student after consultation with an advisor. Courses which fulfill this requirement have an (S) preceding their titles.
GE PHED	Physical education courses as chosen by the student. The total number of PHED credits to be completed is three.

SECOND AND THIRD YEAR

GE ELECT	Students should begin the 12 credits of free electives that are required. It is recommended that students consider using these credits to develop either a minor or a second major.
GE PHIL or T/RS	Students must take one more course chosen from either Philosophy or Theology/Religious Studies. Courses that meet this requirement have a (P) preceding the title.

Most students will not have had the opportunity to complete all of the GE requirements listed under FIRST AND SECOND YEAR and, therefore, will attend to these requirements in the THIRD and even the FOURTH years. Students are advised to have fulfilled some of their cultural diversity and writing intensive course requirements during this time.[2]

FOURTH YEAR

Finish GE requirements that have not been completed by the end of the THIRD year, including the writing intensive and cultural diversity requirements.[2]

GENERAL EDUCATION CURRICULUM QUICK REFERENCE

Subject	Credits	Courses
Freshman Seminar	1	INTD 100
Physical Education	3	See approved PHED courses
Writing	3 or 6	*WRTG 107 or (WRTG 105 and 106 for ADP only)
Public Speaking	3	*COMM 100
Computing Information Literacy	3	*C/IL 102 and 102L
Quantitative Reasoning	3	See approved courses (Q)
Theology/Philosophy	15	T/RS 121 and 122, PHIL 120 and 210 andApproved T/RS or PHIL Elective (P)
Natural Science	6 to 8	See approved courses (E)
Humanities History Literature Foreign Language Art/Music/Theater	12	Credits must be earned in at least two areas with at least six credits from one area and a maximum of three credits from the Art/Music/Theater area. See approved courses (C)
Social/Behavioral Science	6	See approved courses (S)
Writing Intensive	Two courses from approved list (W)	
Cultural Diversity	Two courses from approved list (D)	
Electives	12	Any subject except PHED activity classes

* Requirement may be satisfied by exemption exam.

[2] All students take two courses designated as writing intensive and two courses designated as cultural diversity. Where possible, at least one of the writing intensive courses should be in the major. Cultural diversity and writing intensive courses may also fulfill other requirements in the GE curriculum.

COURSES MEETING GENERAL EDUCATION REQUIREMENTS

COURSE DESCRIPTIONS for the courses listed below will be found in the departmental listing for the discipline in which the general education course is offered (e.g. the description for COMM 100 will be found within the course descriptions of the Communication Department.)

SKILLS ACQUISITION

Public Speaking – 1 course (3 credits)

	COMM	100	Public Speaking

Writing – 1 course (3 credits)

	WRTG	107	Composition
or	WRTG	105 and 106	(College writing I and II, ADP only)
or	PHIL	217J	The Trivium

Quantitative Reasoning – 1 course (3 credits)

EDUC	120	(Q)Applied Statistics
INTD	224	(Q)Science, Decision Making
MATH	101	(Q)Mathematics Discovery I
MATH	102	(Q)Mathematics Discovery II
MATH	103	(Q)Pre-Calculus Mathematics
MATH	104	(Q)Mathematics for Elementary Teachers
MATH	106	(Q)Quantitative Methods I
MATH	107	(Q)Quantitative Methods II
MATH	109	(Q)Quantitative Methods in the Behav. Sciences
MATH	114	(Q)Analysis I
MATH	142	(Q)Discrete Structures
MATH	204	(Q)Special Topics of Statistics
PSYC	210	(Q)Psychological Statistics
S/CJ	215	(Q)Statistics for Social Science
STAT	251	(Q)Statistics for Business I
STAT	252	(Q)Statistics for Business II

Computing/Information Literacy – 1 course (3 credits)

C/IL 102/102L Computing & Information Literacy/Lab
C/IL courses present computing as a tool that amplify intellectual ability. Students learn to make full use of digital technology in the problem solving process to obtain, evaluate, and disseminate information. Laboratory exercises introduce students to the use of relevant software tools, and this use is reinforced and broadened through lecture assignments. Furthermore, students gain a conceptual understanding of how computer systems work and an appreciation of the impact of this technology on society. Students completing any C/IL course will be adequately prepared to make use of computing and information resources but are encouraged to take the variant most appropriate for their major since each variant presents its own emphasis and specialized laboratory activities. 2 hours lecture and 2 hours laboratory. Lecture and lab must be taken concurrently. Withdrawal from one requires withdrawal from both. Students must pass both lecture and laboratory to receive credit for either. Students who earn credit for any C/IL course may not earn credit for another C/IL course, or CMPS 102 or 104.

C/IL 104/104L Computing and Information Literacy for Business
This course is a focused variant of C/IL 102/102L with an emphasis appropriate for students with majors in the School of Management.

C/IL 106/106L Computing and Information Literacy for Health Sciences
This course is a focused variant of C/IL 102/102L with an emphasis appropriate for students majoring in any of the Health Science fields.

C/IL 108/108L Computing and Information Literacy for Natural Sciences
This course is a focused variant of C/IL 102/102L with an emphasis appropriate for students majoring in Mathematics or the Natural Sciences.

Writing Intensive – 2 courses (no additional credits)

ARTH	114	(W)History of Architecture
ARTH	116	(W)Art of Greece and Rome
ARTH	117	(W)Early Christian and Byzantine Art
ARTH	118	(W)Medieval Art: Romanesque and Gothic
ARTH	216	(W)Michelangelo and his World
ARTH	217	(W)Leonardo
ARTH	218	(W)Art of Baroque and Rococo Europe
ARTH	114	(W)History of Architecture
BIOL	370L	(W)Animal Behavior Laboratory
BLDR	484	(W)Eloquentia Negotialis
CHEM	362L	(W)Physical Chemistry
CHEM	363L	(W)Laboratory I-II
CHEM	450L	(W)Biochemistry Lab
CHEM	493-94	(W)Undergraduate Research
CMPS	490	(W)Computer Projects
COMM	210	(W)Logical & Rhetorical Analysis
EDUC	120	(W)Applied Statistics
ENGL	140	(W)English Inquiry
ENGL	165	(W) Literature in the Age of Chaucer
ENGL	219	(W) Camelot Legend I
ENGL	225	(W)Writing Women
ENGL	334	(W)Irish Short Story
ENGL	364	(W)Modern British Literature
ENGL	438	(W)Joyce
FREN	312	(W)French Composition
GERM	321-22	(W)Advanced Stylistics I & II
GRK	213	(W)Greek Literature & Mythology in Translation

HADM	293	(W) Research in Health Administration
HIST	140	(W) The Historian's Craft
HUM	286H	(W) Victorian Studies
INTD	224	(W) Science, Decision Making, & Uncertainty
ITAL	207	(W) Italian Women's Writing in Translation
ITAL	208	(W) Envisioning Italy from Novel to Film: The Case of Neorealism
LAT	213	(W) Classical Roman Literature & Mythology in Translation
LIT	205	(W) Modern Latin American Literature
LIT	207	(W) Literature of American Minorities
MGT	351	(W) Principles of Management I
MGT	455	(W) Business Policy
NURS	140	(W) Introducation to Nursing Concepts
NURS	213	(W) Child and Adolescent Health
NURS	241	(W) Perspectives in Professional Nursing
NURS	493	(W) Nursing Research
PSYC	330L	(W) Research Methods Lab
PSYC	335	(W) Psychological Testing
PSYC	360	(W) Clinical Psychology
PSYC	491	(W) History & Literature of Psychology II
SOC	210	(W) Marriage & The Family
S/CJ	224	(W) Sociology of Deviance
SPAN	312	(W) Spanish Composition
SPAN	314	(W) Culture and Civilization of Latin America
T/RS	326	(W) The Church & Contemporary Social Issues

SUBJECT MATTER MASTERY

THE HUMAN PERSON AND GOD

Theology/Religious Studies – 2 courses (6 credits)

T/RS	121	Theology I
T/RS	122	Theology II

Theology/Philosophy – 1 course (3 credits)

INTD	201C	(P)Christian Classics I
INTD	202C	(P)Christian Classics II
T/RS	207	(P) Jews, Christians, and the Bible
T/RS	217	(P) The Holocaust in Context
T/RS	215	(P)Early Christian Writers
T/RS	219	(P)Development of Christiean Thought 1100-1800
T/RS	222	(P)Intro Liturgical Theology
T/RS	223	(P)Heaven and Hell
T/RS	224	(P)Theology of the Person
T/RS	227	(P)Christ in Tradition and Culture
T/RS	284	(P)Friendship and the Christian Life

Philosophy -- 2 courses (6 credits)

PHIL	120	Intro to Philosophy
PHIL	210	Ethics

T/RS	305	(P)The Apocalypse of St. John
T/RS	308	(P)The Great Prophets
T/RS	310	(P)Religion and the American People
T/RS	314	(P)Religions of the World
T/RS	315	(P)Women in Christianity
T/RS	319	(P)Women's Spiritual/Autobiographical Writings
T/RS	322	(P)Approaches to God
T/RS	333	(P) The Jewish way of Life
T/RS	335	(P)Judaism in the Time of Jesus
T/RS	331	(P)Christian Ethics
T/RS	336	(P)Contemporary Case Studies in Theology

NATURE

Natural Science – 2 courses (6 credits)

BIOL	101	(E)General Biological Science
BIOL	105	(E)Biodiversity
BIOL	110-11	(E)Structure & Function of the Human Body
BIOL	141-42	(E)General Biology
BIOL	201	(E) Anatomy/Physiology
BIOL	202	(E)The ABC's of Genetics
CHEM	100	(E)Elements of Chemistry
CHEM	104	(E)Science and Society
CHEM	110	(E)Introductory Chemistry I
CHEM	111	(E)Introductory Chemistry II
CHEM	112-13	(E)General Chemistry I-II
CHEM	232-33	(E)Organic Chemistry I-II
NSCI	103	(E)The Ascent of Man: Hist. of Science & Tech.
NSCI	201	(E)Science and the Human Environment
NSCI	286H	(E)Elements of Natural Science
PHYS	100	(E)Hist of Science & Technology
PHYS	101	(E)The Solar System
PHYS	104	(E)Intro to Consumer Technology
PHYS	105	(E)Man and the Evolutionary Universe
PHYS	106	(E)Energy and the Environment
PHYS	107	(E)"Hands on" Physics
PHYS	108	(E)New York Times Physics
PHYS	109	(E)The Conscious Universe
PHYS	120-21	(E)General Physics
PHYS	201	(E)Stellar Evolution
PHYS	140-41	(E)Elements of Physics I-II
PSYC	106	(E)Drugs & Behavior
PSYC	231	(E)Behavioral Neuroscience

CULTURE

Humanities – 4 courses (from at least 2 areas-12 credits)

History

HIST	110	(C)Hist. of the United States I
HIST	111	(C)Hist. of the United States II
HIST	120	(C)Europe, 1500 to 1815
HIST	121	(C)Europe, 1815 to the Present
HIST	216	(C)Race in American History
HIST	217	(C)History of American Catholicism
HIST	219	(C)Modern World History
HIST	221	(C)The American West
HIST	214	(C)World Politics
HIST	224	(C)Ethnic & Racial Minorities in NE PA

Literature

ENGL	102	(C)Intro. to Fiction
ENGL	103	(C)Intro. to Poetry
ENGL	104	(C)Intro. to Drama
ENGL	134	(C)Shakespeare
ENGL	140	(C)English Inquiry
ENGL	164	(C)British Literature: Medieval, Renaissance
ENGL	202	(C)British Lit., 450-1800
ENGL	221	(C)Modern Poetry
ENGL	223	(C)Dramatic Comedy
ENGL	225	(C)Writing Women
ENGL	295	(C)Shakespeare in Stratford
ENGL	364	(C)Modern British Literature
FREN	239	(C)French Christian Thinkers
FREN	320	(C)Intro. French Literature
GERM	313-14	(C)Survey of German Lit. and Culture
GRK	213	(C)Greek Literature & Mythology in Translation
ITAL	207	(C)Italian Women's Writing in Translation
HUM	286H	(C)Victorian Studies
LAT	213	(C)Latin Literature & Mythology in Translation
LIT	105	(C)Intro. to World Literature in Translation
LIT	205	(C)Modern Latin American Literature
LIT	207	(C)Literature of American Minorities
LIT	208	(C)French Masterpieces in English Translation
LIT	209	(C)Masterworks of Russian & Slavic Lit. in English Translation
LIT	384	(C)Spec. Topics in American Minority Literature
SPAN	203	Latin American Cultural Heritage
SPAN	296	Culture, Civilization & Lit. of Latin America
SPAN	320	(C)Introduction to Literature
SPAN	330	(C)History of Spanish Literature
SPAN	331	(C)Survey of Spanish American Literature
THTR	110	(C)Introduction to Theater
THTR	211	(C)Theater History I
THTR	212	(C)Theater History II

Foreign Languages

FREN	101	(C)Elementary French I
FREN	102	(C)Elementary French II
FREN	211	(C)Intermediate French I
FREN	212	(C)Intermediate French II
FREN	311	(C)Advanced French Conversation & Composition I
FREN	312	(C)Advanced French Conversation & Composition II
GERM	101	(C)Elementary German I
GERM	102	(C)Elementary German II
GERM	211	(C)Intermediate German I
GERM	212	(C)Intermediate German II
GERM	311	(C)Advanced German Conversation & Composition I
GERM	312	(C)Advanced German Conversation & Composition II
GRK	101-02	(C)Introduction to New Testament Greek
GRK	111	(C)Elementary Greek I
GRK	112	(C)Elementary Greek II
HEB	101-02	(C)Introduction to Biblical Hebrew
ITAL	101	(C)Elementary Italian I
ITAL	102	(C)Elementary Italian II
ITAL	211	(C)Intermediate Italian I
ITAL	212	(C)Intermediate Italian II
ITAL	311	(C)Advanced Italian Conversation & Composition I
ITAL	312	(C)Advanced Italian Conversation & Composition II
JAP	101	(C)Elementary Japanese I
JAP	102	(C)Elementary Japanese II
LAT	111	(C)Elementary Latin I
LAT	112	(C)Elementary Latin II
LAT	211	(C)Intermediate Latin I
LAT	212	(C)Intermediate Latin II
RUSS	101	(C)Elementary Russian I
RUSS	102	(C)Elementary Russian II
PORT	101	(C)Elementary Portuguese I
PORT	102	(C)Elementary Portuguese II
SPAN	101	(C)Elementary Spanish I
SPAN	102	(C)Elementary Spanish II
SPAN	211	(C)Intermediate Spanish I
SPAN	212	(C)Intermediate Spanish II
SPAN/PS	295	(C)Contemp. Mexican Culture & Language
SPAN	311	(C)Spanish Conversation
SPAN	312	(C)Spanish Composition

Art History/Music History

ARMU	140-41	(C)Perceiving the Arts
ARTH	113	(C)Topics in Non-Western Art
ARTH	111	(C)History of Art I
ARTH	112	(C)History of Art II
ARTH	114	(C)History of Architecture
ARTH	116	(C)Art of Greece and Rome
ARTH	213	(C)American Art
ARTH	214	(C)Renaissance Art and Architecture
ARTH	210	(C)Topics on Women in the Visual Arts
ARTH	216	(C)Michelangelo and His World
ARTH	295	(C)Michelangelo: Artist & Author
ITAL	295	(C)Michelangelo: Artist & Author
MUS	111	(C)Music History I
MUS	112	(C)Music History II

INTEGRATION OF INDIVIDUAL AND COMMUNITY

PERSONAL

Freshman Experience – 1 course (1 credit)

INTD	100	Freshman Seminar

Physical Education – 3 - 6 courses (3 credits)

PHED	101	Weight Training	PHED	120	Running
PHED	103	Tennis	PHED	121	Lifeguard Training
PHED	104	Self Defense for Women	PHED	122	Water Safety Instructor
PHED	105	Cardio Fitness	PHED	126	Skiing
PHED	106	Aerobic Fitness	PHED	130	Varsity Sports
PHED	107	Basketball	PHED	134	Kodokan Judo
PHED	108	Bowling	PHED	136	Wellness for the Young Adult
PHED	109	Yoga	PHED	138	Physical Fitness Training
PHED	110	Intermediate Swimming	PHED	139	Tai Chi Chuan
PHED	111	Scuba Diving	PHED	141	Soccer
PHED	112	CPR & First Aid for the Professional	PHED	142	Wrestling
			PHED	145	Fitness Swimming
PHED	114	Racquetball	PHED	146	Golf
PHED	117	Volleyball	PHED	147	Badminton
PHED	118	Karate	PHED	160	Intro. to Coaching
PHED	119	Modern Jazz Dance	PHED	210	Sports Physiology (3 Credits)

SOCIAL

Cultural Diversity – 2 courses (no additional credits)

ARTH	113	(D)Topics in Non-Western Art	LIT	207	(D)Literature of American Minorities
ARTH	210	(D)Topics on Women in the Visual Arts	LIT	208	(D)French Masterpieces in English Translation
COMM	228	(D)Intercultural Communication			
COMM	229	(D)Gender & Communication	LIT	209	(D)Masterworks of Russian & Slavic Literature
EDUC	140	(D)Early Childhood Education			
ENGL	225	Writing Women	LIT	384	(D)Spec. Topics in American Minority Literature
EDUC	131	(D)Experiencing Cultural Diversity through Children's Lit.	NURS	111	(D)Women's Health
			NURS	480	(D)Nursing the Individual/Family/ Community
FREN	239	(D)French Christian Thinkers			
FREN	311	(D)French Conversation	NURS	481	(D)Community Nursing
GERM	313-14	(D)Survey of German Lit and Culture (can only count 3 credits)	PHIL	218	(D)Feminism: Theory and Practice
GRK	205	(D)Legacy of Greece and Rome			
GRK	213	Greek Literature & Mythology	PHIL	226	(D)Chinese Philosophy
HADM	315	(D)Cultural Diversity & Health Administration	PHIL	326	(D)Advanced Topics in Feminist Theory
HIST	212	(D)Rebels, Rogues, & Reformers	PS	321	(D)Chinese Political Thought
HIST	214	(D)World Politics	PSYC	237	(D)Psychology of Women
HIST	216	(D)Race in American History	SOC	224	(D)American Minority Groups
HIST	219	(D)Modern World History	SOC	232	(D)Great American Cities
HIST	221	(D)The American West	SOC	234	(D)Cultural Anthopology
HIST	224	(D)Ethnic & Racial Minorities in NE PA	SPAN	203	(D)Latin American Cultural Heritage
HIST	238	(D)History of American Women I	SPAN/PS	295	(D)Contemp. Mexican Culture & Language
HIST	239	(D)History of American Women II			
HIST	240	(D)History of Modern Italy	SPAN	296	(D)Culture, Civilization & Lit. of Latin America
HS	241	(D)Case Management and Interviewing			
HS	333	(D)Multiculturalism in Human Services	SPAN	311	(D)Conversation
			SPAN	314	(D)Culture & Civilization of Latin America
INTD	211	HIV/AIDS			
ITAL	207	(D)Italian Women's Writing in Translation	SPAN	331	(D)Survey of Spanish American Literature
ITAL	208	(D)Envisioning Italy from Novel to Film: The Case of Neorealism	T/RS	314	(D)Religions of the World
			T/RS	315	(D)Women in Christianity
ITAL	311	(D)Conversation/Composition	T/RS	319	(D)Women's Spritual and Autobiographical Writings
LAT	213	(D)Latin Literature & Mythology			
LIT	105	(D)Intro. to World Literature in Translation	T/RS	326	(D)The Church & Contemporary Social Issues
LIT	205	(D)Modern Latin American Literature	WRTG	105-106	(D)College Writing I and II

Social/Behavioral Sciences – 2 courses (6 credits)

CJ	110	(S)Criminal Justice
ECO	101	(S)Current Economic Issues
ECO	102	(S)Economic Sec. & Personal Finance
ECO	153	(S)Prin. of Microeconomics
ECO	154	(S)Prin. of Macroeconomics
ECO	200	(S)Economic Sec. & Personal Finance
GEOG	134	(S)World Regional Geography
GERO	110	(S)Intro. to Gerontology
HS	111	(S)Intro. to Human Adjustment
H/GEOG	217	(S)Cultural Geography
PS	130	(S)Intro. to National Government I
PS	131	(S)Intro. to National Government II
PS	135	(S)State and Local Government
PSYC	110	(S)Fund. of Psych.
PSYC	220	(S)Social Psychology
PSYC	221	(S)Childhood & Adolescence
PSYC	222	(S)Adulthood & Aging
PSYC	224	(S)Personality
PSYC	225	(S)Abnormal Psychology
PSYC	234	(S)Cognitive Psychology
PSYC	237	(S)Psychology of Women
S/CJ	210	(S)Law and Society
S/CJ	213	(S)Criminology
S/CJ	214	(S)Juvenile Delinquency
S/CJ	218	(S)The American Court System
S/CJ	224	(S)Sociology of Deviance
SOC	110	(S)Intro. to Sociology
SOC	112	(S)Social Problems
SOC	224	(S)American Minority Groups
SOC	234	(S)Cultural Anthropology
SPAN/PS	295	(S)Contemp. Mexican Culture and Lang.

Electives – 4 courses (12 credits)

Students are encouraged to use their GE electives to add minors or second majors where possible. For some majors, specific courses have been recommended in the GE elective area by the home departments. Where no specific recommendations have been made by the home department, any course (other than PHED activity courses) may be used as a free elective.

FRESHMAN OPTION: GENERAL AREA STUDIES

Students not yet ready to declare a major have the option of selecting one of four General Areas of study (Humanities, Natural Science, Social Science, Business), with the particular major to be determined in consultation with the appropriate Dean's office by the end of freshman year. Curriculum outlines for the General Areas are indicated below.

General Area: Humanities[1]

		FIRST YEAR	FALL	SPRING
MAJOR/COGNATE	Two sequences from		6	6
(GE HUMN)	HIST 110-111	History of the U.S.		
	HIST 120-121	Europe 1500 to Present		
	ENGL 140-164	English Inquiry - British Lit.		
	THTR 110-111	Intro. Theatre-Intro. Acting		
	LANG 211-212 or 311-312	Intermediate/Advanced Language		
	COMM 110-120	Interpersonal - Mass Comm.		
GE WRTG-SPCH	WRTG 107-COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Computer Info. Literacy	3	
GE PHIL	PHIL 120	Intro. to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE QUAN	QUAN ELECT	Quantitative Reasoning Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16

General Area: Natural Science[1]

		FIRST YEAR	FALL	SPRING
MAJOR/COGNATE	Two or three sequences from		7[1]/-13	8[1]/-13
(GE NSCI/QUAN)	BIOL 141-142	General Biology		
	CHEM 112-113	General Analytical Chem		
	CMPS 134-144	Computer Science I-II		
	PHYS 140-141	Elements of Physics		
	MATH 103-114 (or 114-221)	Pre-Calc. Analysis		
	MATH 142-114[2]	Discrete Structures, Analysis		
GE WRTG-SPCH	WRTG 107 - COMM 100	Composition - Public Speaking	3-0	3-0
GE C/IL	C/IL 102	Computer Info. Literacy	3	
GE T/RS	T/RS 121	Theology I		3-0
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			14[1]/-17	15[1]/-17

General Area: Social Science[1]

		FIRST YEAR	FALL	SPRING
MAJOR/COGNATE	Two sequences from		6	6
(GE S/BH)	PSYC 110-ELECT	Fundamentals of Psychology		
	SOC 110-112	Intro Soc. - Social Problems		
	SOC 110-GERO 110	Intro Soc.- Intro Gerontology		
	PS 130-131	American National Gov't.		
	HS 111-112	Intro to Human Adj. - Human Serv.		
	SOC 110-CJ 110	Intro. Soc. - Intro. Crim. Justice		
	EDUC 222-121	Educ Psych - Found of Educ		
GE WRTG-SPCH	ENGL 107 - COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Computer Info. Literacy	3	
GE PHIL	PHIL 120 - PHIL 210	Intro. to Philosophy - Ethics	3	3
GE T/RS	T/RS 121	Theology I		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16

General Area: Business

		FIRST YEAR	FALL	SPRING
MAJOR (GE S/BH)	ECO 153-154	Prin. of Micro-Macro Econ.	3	3
GE WRTG-SPCH	ENGL 107 - COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Computer Info. Literacy		3
GE PHIL	PHIL 120	Intro. to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE QUAN-ELECT	MATH	Mathematics Option - 2 courses	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16

[1] Students in General Areas of Humanities, Natural Science, and Social Science will select courses in consultation with Dr. Mary Engel, Associate Dean of CAS, and the faculty advisors in the Academic Advising Center.

Natural Science students who select only two MAJOR/ COGNATE sequences will take two Humanities courses in place of a third sequence. Students who select Phys. 140-141 must also take Math 114-221. Students who select CMPS 134-44 must also take Math 142-114.

ACADEMIC REGULATIONS

DEGREE REQUIREMENTS

Students beginning the first term of their degree/certificate program (matriculating) at the University of Scranton in the 1998-99 academic year are thereafter governed by the curricular policies stated in this catalog. Requirements governing a student's major are those in effect at the time a major is formally declared and approved. First-year students admitted in 1998-99 will follow the general education requirements of this catalog.

If a student interrupts his/her education without a leave of absence, the catalog requirements in effect at the time of readmission will apply. Students on an approved leave of absence retain the same requirements they had when they matriculated, if their leaves do not extend beyond a year. In order to earn a bachelor's degree from the University of Scranton the student must complete all the courses prescribed in the curriculum table of the major. No student will be eligible for graduation who has not removed all failures in required courses or who has not earned the necessary minimum 2.00 (C average) Grade Point Average.

Students must maintain a 2.00 GPA in the major and required cognate courses; students who do not meet this standard may be placed by their dean in a "Goal Attainment" semester (for students determined to raise the GPA and remain in the major), and "Exploratory" semester (for students wanting to explore possible new majors), or allowed to change to a new major (if the department of the new major approves the requested change). Students must either meet the standard in the original major or change to a new major within two semesters (in the case of Dexter Hanley College, within 30 credits). Students who remain in the "Goal Attainment" and/or "Exploratory" semester program for more than two semesters will be subject to dismissal by their dean.

The University of Scranton provides the opportunity for students who have completed degree requirements to graduate at one of four points throughout the academic year: summer graduation (graduation date: August 31), fall graduation (graduation date: December 31), intersession graduation (graduation date: January 31), and spring graduation (graduation date is the actual date of the Commencement exercises, published in the academic calendar at the beginning of each academic year). Commencement exercises are held once in the academic year, following the completion of spring semester. Normally students who are certified for graduation for summer, fall, intersession, or spring graduation may participate in the commencement exercises.

Certification of graduation, receipt of a degree, and permission to participate in the commencement exercises is not automatic. seniors expecting to complete degree requirements in time for spring graduation must make formal application through the Registrar's Office or Dexter Hanley College by February 15. Students who are expecting to complete degree requirements for summer, fall or intersession graduation must make formal application a minimum of four weeks prior to the end of the appropriate term.

GRADING SYSTEM

Grade reports are mailed to all students at the end of each semester and these become part of the official record of the student. Freshmen receive mid-semester grades to inform them of their progress. Upperclass students receive notice at the quarter if they are "deficient" and in danger of failing the course at that time.

A, A-	Excellent (outstanding and/or original work)
B+, B, B-	Good
C+, C	Satisfactory
C-, D+, D	Passing but well below average
F	Failure (below minimum acceptable standards)
W	Withdrew officially; deadline is one month before the last day of classes for the semester.
I	Incomplete must be removed by mid-term of following semester.
IP	In Progress must be removed by the last day of the following semester. (Normally for honors thesis classes only.)
S, P	Satisfactory, Pass-not figured in Grade Point Average
U	Unsatisfactory-equivalent to failure
Audit	Course not taken for credit.

AUDIT: Entry of the audit grade, (AU), on a transcript assumes satisfactory attendance. The student

should consult with the instructor as to what constitutes satisfactory attendance. A change to audit can be made only by passing students and before the end of the first half of a semester.

INCOMPLETE: If a course has not been completed because of illness or other serious reason, an incomplete may be given. To remove this grade the student must satisfy all course requirements by mid-term of the following semester. Any course not completed by this time will result in a grade of F.

REPEAT OF COURSE: Special permission is not needed to repeat courses. Recording of grades for repeated courses shall be governed by the following conditions: 1) Credit for a course will be granted only once; 2) Credit for the course will be lost if the course is repeated and failed; 3) The most recent credit and grade will count toward the GPA with this exception: a "W" grade cannot replace another grade; 4) Each attempt to complete a course will be reported on the student's transcript.

CHANGE OF GRADE: A student who believes the grade received for a course is unreasonable should first appeal the matter to the professor, whose decision is normally final. The student has the right, however, to appeal to the faculty member's chairperson, who will make a recommendation in writing to his or her dean. The student may request the dean to review the matter. The decision of the dean is final. Ordinarily, no grade change will be considered unless it has been raised to the level of the dean's office within one month from the time the original grade was sent to the student.

FINAL EXAMINATION CONFLICTS

1. When a student has 3 or more examinations scheduled on the same day, according to the examination schedule issued by the Registrar's Office, it is the student's option whether to take all 3 examinations on the same day or to have one rescheduled.
2. If the student wishes to have one of the 3 examinations rescheduled, the examination with the lowest priority will be rescheduled, based on the following order of priority:

   Major Course – first priority

   Cognate course – second priority

   Elective course – third priority
3. Where a conflict exists between two courses of the same kind (e.g., two cognates or two electives), the more senior professor — in terms of years of service at the University of Scranton — will have first priority.
4. If the student wishes to reschedule a conflict examination, he/she must advise the faculty member prior to Dead Week. If an appropriate resolution cannot be reached between the student and the faculty member, the student should contact his/her dean.

COURSE NUMBERING SYSTEM

Courses appearing in this bulletin are numbered according to the system described below. The *first* digit of any course number indicates the *level* of the course; the *second and third* digits specify *categories* of courses. Levels at which courses are offered include the following:

100-199	introductory courses	400-499	advanced undergraduate courses
200-299	lower division courses	500 and above	are graduate courses
300-399	upper division courses		

In cases where no specific prerequisite is listed in the course description, courses at the 300 or 400 level assume Junior or Senior standing and appropriate background in the discipline of the course. Categories in which courses are offered are indicated according to the following system:

___00–___09	General education courses not available for major credit	___82–___83	Independent study courses
		___84	Special topics
___10–___39	Courses which may apply either to major or general education requirements	___85–___89	Honors courses
		___90–___91	Seminars
		___92–	Service Learning
___40–___79	Courses available for major (also minor and required cognate) credit	___93–___94	Research
		___95–___96	Travel courses
		498–499	Thesis
___80–___81	Practicum, Internship or Co-op courses		

Labs are indicated by an **L** following the number of the corresponding lecture courses. Courses in the Special Jesuit Liberal Arts Program are indicated by a **J** following the course number; those in the Honors Program are indicated by an **H** following the course number.

GRADE POINT AVERAGE

A standard used in judging a student's performance is the Grade Point Average, determined as follows:

Each semester hour of credit with a grade of A is valued at 4 quality points; A- at 3.67 quality points; B+ at 3.33; B at 3.0; B- at 2.67; C+ at 2.33; C at 2.0; C- at 1.67; D+ at 1.33; D at 1.0. An F yields no quality points. Thus, for example, a three-credit course with a grade A yields 12 quality points; a B yields 9; a C yields 6.

The Grade Point Average, commonly abbreviated GPA, is computed by dividing the total number of quality points earned by the total of grade point average credit hours. For example, 15 credit hours, all at C grade, would earn 30 Quality Points or a 2.0 GPA (30/15).

The total number of grade point average credit hours includes those courses with final grade F as well as A, B, etc.; CR, I, P, S, W, TC and U credit do not count toward the GPA. This Grade Point Average applies only to courses taken at the University of Scranton and is not affected by credit transferred from other colleges.

A Grade Point Average listing is made at the end of each semester. On the basis of his or her cumulative Grade Point Average, a student's rank in class and eligibility for honors at graduation are determined.

GRADUATION HONORS

To be eligible for graduation and for honors at commencement, a student must have completed a minimum of 63 credit hours of work at the University of Scranton.

Summa cum laude. .....3.85 Grade Point Average in all subjects

Magna cum laude.....3.65 Grade Point Average in all subjects

cum laude. .....3.50 Grade Point Average in all subjects

DEANS' LIST

To be eligible for the Deans' List, College of Arts and Sciences, School of Management, and J.A. Panuska College of Professional Studies students must earn 12 or more credit hours which count toward the semester GPA (credit hours of "P" and "S" grades are not counted toward this requirement). Dexter Hanley College students need to complete 6 or more credit hours which count toward the semester GPA to be eligible for the Deans' List. Of the eligible students, those who earn a 3.50 or higher semester GPA and no grade of D, D+, F, I, NG, or U are named to the Deans' List for that semester. Students placed on the Deans' List will have this distinction indicated on their transcript. A student's GPA will be recalculated when the last temporary grade (I, IP, NG) is replaced by a final grade. If this new GPA meets the above standard, the student will be placed on the Deans' List.

PROBATION AND DISMISSAL

One semester of probation is granted to students whose cumulative GPA falls below 2.0, or who otherwise are in danger of dismissal. A second semester of probation is not automatic; a student who does not remove himself or herself from probation after one semester is subject to dismissal, unless excepted by the appropriate dean. Students who receive an F while on probation are also subject to dismissal, as is any student who incurs two F's in one semester, or who has accumulated three F's which have not been successfully retaken. Probationary status may be removed through adequate achievement in summer school or January intersession at the University of Scranton.

Students on Academic Probation are allowed to take no more than 14 credits (in Dexter Hanley College, no more than 12 credits) during the fall or spring semesters without explicit written approval of the appropriate dean. Students on academic probation are ineligible for participation in extra-curricular activities without the express written approval of the moderator, the student's academic advisor, and the student's dean.

A student placed on academic probation for a second semester may not participate in any extra-curricular activity until such time as he/she is formally removed from academic probation.

It is University policy in the case of a student dismissed from another institution or a college of the University itself that this student will not be allowed to register for courses in any of the colleges of the University in the semester following dismissal.

If a student who has been dismissed from the University wishes to apply for readmission to the University, he/she may do so no sooner than one full semester after the semester in which the dismissal took place. Readmission is not automatic; the student will need to demonstrate that the conditions which led to his/her dismissal will not present a continuing problem. If a student is dismissed a second time from the University, he/she may not apply for readmission.

ATTENDANCE POLICY

Students are expected to attend all scheduled meetings of courses in which they are enrolled. Every student is responsible for all material presented and announcements made during any class. Attendance policies for individual courses are determined by the instructor and must be promulgated in writing in the course syllabi.

PASS-FAIL OPTION

Students whose GPA is 2.67 or better may elect to take some courses on a pass-fail basis. Students choosing the pass-fail grading option for a course must file the appropriate form in the Registrar's Office by the end of the second week of the semester (or by the second day of an intersession or summer session course). Specifically required courses, whether in general education or a major, MAY NOT be taken on a pass-fail basis; courses in a student's major, minor, or cognate MAY NOT be taken on a pass-fail basis. Students may not take more than one academic course at a time on a pass-fail basis; no more than one course per year, on average (other than internships, practice, or physical education courses), during their degree programs.

READER COURSES (INDIVIDUAL STUDY)

The primary purpose of a reader course is to enable a University of Scranton student *in good academic standing* to pursue a course of study not otherwise offered during the term the reader is taken. Readers may NOT ordinarily be used to fulfill general education requirements. Students may take no more than one reader per term, nor more than one reader per year, on average, during the course of their degree programs. Readers are to be taken for the same number of credits as are granted similar courses in the discipline in which the reader is offered. Readers may not ordinarily be used to repeat failed courses. Exceptions to these policies must be approved by the dean of the student's college and by the dean of the school offering the course.

UNIVERSITY OF SCRANTON/MARYWOOD UNIVERSITY CROSS REGISTRATION

This program is available to second, third, and fourth year students in good academic standing. Transfer students would be eligible after completing their first year at the University of Scranton.

Students may take 2 courses (equivalent to 6 credits) during the calendar year (January - December).

DROPPING AND ADDING CLASSES

Registered students may request their dean's permission to add classes until the last day for a 100% tuition refund. The last day to add a class is the fifth class day from the start of a semester. The last day for a 100% tuition refund is usually the tenth calendar day from the first day of classes for a semester and the second calendar day from the first day of classes for intersession or summer session. (See the University Calendar, inside front cover of this catalog.)

Students who wish to drop one or more classes, but who plan to continue attendance in at least one other class during the term, need to secure their dean's permission to drop classes. Classes may be dropped until the last day for a tuition refund of any amount. (See Schedule of Refunds, p. 27.) The last day to drop courses is usually the thirty-first calendar day of a semester and the fourth calendar day of intersession and summer session. (See University calendar, inside front cover of this catalog.) A drop is treated as if the student never registered for the course.

WITHDRAWAL FROM A COURSE

A student wishing to withdraw from a course should first discuss the matter with the instructor. Withdrawal always entails financial loss. After the partial tuition refund period ends, dropped courses will be recorded on a student's academic record with a "W." Students who wish to withdraw from one or more courses, but who plan to continue to attend at least one course for the term, need to secure the teacher's signature(s) of any dropped course and the student's dean's approval.

Those students who wish to drop their last course(s) must complete the Withdrawal/Leave of Absence Form. The completed form must be taken to the Office of the Registrar or to Dexter Hanley College (D.H.C. students). Failure to withdraw from a course(s) may result in a failing grade(s).

The deadline for course withdrawal is indicated on the University academic calendar. This deadline is approximately 30 days before the last class day for the semester and a proportionate period of time for a short session.

WITHDRAWAL FROM THE UNIVERSITY

Students wishing to drop or withdraw from their last course(s), thereby discontinuing their enrollment, *must* secure their dean's permission to withdraw from the University. Students should also discuss any questions with their advisor(s) or department chairperson. The form for withdrawal may be obtained in the Registrar's Office, the Dexter Hanley College office, the Academic Advising Centers, or the Academic Department Chairperson's Offices. University withdrawal is not official until all signatures required on the Withdrawal/Leave of Absence Form have been obtained *and* the form is delivered to the Registrar's Office or Dexter Hanley College (DHC students).

Any tuition refund will be determined by the official date of University withdrawal. No grades will be recorded on the student's academic record, if the official University withdrawal date is on or before the last day for 25% tuition refund. "W's" will be recorded for course work if the official University withdrawal date coincides with the course withdrawal period. Final grades will be recorded for course work, if the official withdrawal date is after the course withdrawal period for the term.

A student who fails to enroll for a semester and has not arranged for a leave of absence, must apply for readmission to the University and if accepted, will need to satisfy the catalog requirements in effect at the time of readmission.

LEAVE OF ABSENCE

Students may request their dean's approval for a leave of absence by completing the Withdrawal/Leave of Absence Form. Graduation requirements in effect for the students at the time the leave begins will remain in effect for those students when enrollment is resumed at the end of the leave on the following conditions:

* students on a leave of absence may not take coursework at another institution without first securing written approval from their dean;
* the leave is limited to one semester, but may be renewed for one additional semester by the student's dean (documentation may be requested by student's dean);
* ordinarily the students must be in good academic and disciplinary standing at the University when the leave begins;
* students on leave must place their address and phone number on file in the Registrar's Office and promptly report any address/phone number changes to that office or Dexter Hanley College (D.H.C. students);
* it is understood that this policy does not bind the University to offer the students' curricula or major programs which may have been discontinued or substantially altered during their leave of absence.

GENERAL REGULATIONS

Ordinarily, all entering students – both freshmen and transfer students – are held to the requirements in the catalog of the year in which they enter.

The University reserves the right to change any of the rules and regulations in this catalog. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who are already matriculated in the University. However, curricular changes shall not become effective until published in the catalog unless specifically approved for an earlier implementation date by the appropriate body. If a change is approved for implementation prior to its publication in a catalog, the appropriate school, department, or program shall inform students affected by the change. Application of policies, rules, and requirements, including changes thereto, may be appealed to the dean of the student's college.

The University reserves the right to take appropriate disciplinary action in the case of any student who conducts himself or herself contrary to the standards of the University. These standards (particularly in the area of academic integrity), are given clear expression in the faculty and student handbooks of the University. The University also reserves the right to modify admissions requirements, the right to change tuition and fees charges, and the right to change the semester schedule of courses.

STUDENT RIGHTS AND CONFIDENTIALITY OF INFORMATION

The University of Scranton recognizes the privacy rights of individuals who are or who have been students, as guaranteed by the Family Educational Rights and Privacy Act (FERPA) of 1974. No information from records, files, or data directly related to a student shall be disclosed to individuals or agencies outside the University without the express written consent of the student. FERPA does authorize disclosure without consent to school officials with legitimate educational interests who need to review an education record in order to fulfill their professional responsibilities. The following people or agencies are also allowed access to records without consent: persons or companies with whom the University has contracted (such as attorneys, auditors, or collection agents); students serving on official committees, such as disciplinary or grievance committees, or assisting other school officials in performing their tasks; persons or organizations to whom students have applied for financial aid; persons in compliance with a lawful subpoena or court order; parents of a student who claim the student as a dependent for income tax purposes; and persons in an emergency in order to protect the health or safety of students or other persons.

The University considers the following to be public information and may be made available, at its discretion, without prior consent of the student:

-Name
-Former Name(s)
-Address (local and permanent)
-Telephone Number (campus/local and permanent)
-Date and Place of Birth
-Photograph
-Major Field of Study
-Participation in Officially Recognized Activities and Sports
-E-mail Address
-Dates of Attendace
-Enrollment Status
-Campus Employment
-Class Schedule
-Class Level
-Expected/Actual Date of Graduation
-Degrees, Awards, Academic Honors
-Weight and Height of Members of Athletic Teams

A student wishing to prevent the public disclosure of any or all the above information may request so by notifying the Office of Student Affairs, the Dexter Hanley College Office, the Registrar's Office or the Graduate School Office, where he/she may obtain the form prohibiting disclosure. A directory of names, addresses, and telephone numbers of students is published by the University at the beginning of the fall semester. Students who do not wish to be listed in the campus directory must notify the University by the end of the first week of classes in the fall semester.

Except where prescribed by law, information regarding a student's education record may not be disclosed to a parent, guardian or spouse without the student's written authorization on file in the Office of the Registrar, Dexter Hanley Office, or Graduate School Office.

FERPA affords students the right to inspect and review their educational records within 45 days of the day the University receives such requests. Students should submit to the Registrar or other appropriate official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected.

Students have the right to request the amendment of any educational records that they believe are inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record that they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to appeal the decision. Additional information regarding the appeal will be provided to the student when notified.

For more information regarding FERPA, please contact the Office of the Registrar in St. Thomas Hall, 301. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Scranton to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Honors Programs and other Special Programs of Study

In the tradition of Jesuit education, the University offers special honors and academic programs that foster a desire not just to know the facts of a particular subject, but to become confident seekers of knowledge, a skill that remains long after graduation.

The *Special Jesuit Liberal Arts Program* provides a challenging and fulfilling alternative to meeting general education credits in the liberal arts demanded of every graduating senior. Every year qualified students from the freshman class are invited to participate in the program. Students meeting the academic standards can also apply for admission to the program during the spring semester of their freshman year.

Most of the course in the structured SJLA curriculum are designed especially for the program and are taught by selected professors who recognize its unique academic character. In keeping with the Jesuit tradition, the program emphasizes courses in philosophy and theology with additional attention to history and the study of great works in literature. Many students choose to double major in philosophy since only two additional courses are needed to fulfill the requirements.

The program is particularly attractive to non-humanities majors who wish to take a more focused approach in the liberal arts. Students acquire knowledge and skills that graduates have found particularly useful in law, medicine, business, and graduate school.

Unlike other programs, the University of Scranton *Honors Program* concentrates on independent study for students who have established themselves and are prepared for the program's greater breadth and depth. Students typically apply in their sophomore year. The Honors curriculum fits into existing University course requirements and supports students as they move into increasingly independent work. The sophomore courses, open only to Honors students, enable them to meet a University general education requirement on a more advanced level.

Junior Honors students explore topics through tutorials both in and out of their major. Faculty members for tutorials provide individual direction through weekly meetings over the semester. Seniors explore a specialized topic in their major, either academic or professional in mature, and work throughout the year under the guidance of a professor. Honors seminars bring juniors and seniors together to read contemporary works in a variety of disciplines and to critique each others' projects.

A limited number of qualified students are accepted into the Honors program each fall. Among the best students in their majors, graduates of the Honors program attend graduate and professional schools, often on fellowships or assistantships.

Open to students in any academic discipline, *The Business Leadership Program* fosters talents and skills necessary to succeed in a variety of leadership positions, especially in the world of business. Drawing upon the growing library of research on leadership development, the University's School of Management designed the program to perfect students' talents for leadership in business and other areas.

Skills are developed through special sections of key courses, leadership seminars, a mentor/internship program and an independent project. Faculty for key courses are chosen for their exceptional teaching and their interest in the leadership concept. Leadership seminars help students assess and develop their talents for leadership and put them in contact with many business leaders, including prominent University of Scranton graduates. Students also enjoy mentor relationships with business leaders and undertake projects to demonstrate leadership skills.

Fifteen sophomores are accepted each spring into this highly selective program to begin the two year course of studies the following fall.

The University also offers other interdisciplinary programs that focus on special topics and areas of study such as the *Catholic Studies* program, the *Women's Studies* concentration and the *Peace and Justice Studies* program which are described in the following section.

SPECIAL JESUIT LIBERAL ARTS PROGRAM

REV. McKINNEY, S.J. *Director*

The University's SJLA Program, available by invitation to incoming freshmen, provides an *alternate* way of fulfilling a student's General Education requirements. Students not selected initially may apply for admission as second semester freshmen or as sophomores. Courses for SJLA program participants, who are drawn from all different majors, attempt to foster the following skills which our graduates have found particularly useful in law, medicine, business, and graduate school:

1. An understanding of key achievements in the literature, history, philosophy, theology and science of our Western classical and Christian heritage.
2. An ability to apply logical, systematic, and critical reflection on any given intellectual problem.
3. An understanding of and sensitivity toward the contemporary problems of our day.
4. An outstanding ability to communicate clearly and persuasively one's ideas through both the spoken and written word (what Jesuits have historically referred to as "eloquentia perfecta").

Students are expected to become involved in the extracurricular and service activities on campus if they wish to remain in SJLA. Many participants also take advantage of the opportunities for foreign study, for earning a double major in philosophy, and for joining the Honors Program if invited during their sophomore year. Above all, participants are expected to seek out and interact with the professors and other students in this community of learning, which is under the direction of Rev. Ronald H. McKinney, S.J.

Dept. and No.	Fall Semester	Spring Semester	Credits	
		FIRST YEAR		
MAJOR/COGNATE	Major/Cognate	Major/Cognate	6-9	6-9
Foreign Language	Modern or Classical	Modern or Classical	3	3
PHIL 120J-210J	Intro. to Philosophy	Ethics	3	3
T/RS 121J-Elective	Theology I	Elective	3	3
FSEM - PHED	INTD 100	Physical Education	1	1
			16-19	16-19
		SECOND YEAR		
MAJOR/COGNATE	Major/Cognate	Major/Cognate	9-12	9-12
T/RS 122J-Elective	Theology II	Elective	3	3
PHIL 217J-311J	The Trivium	Metaphysics	3	3
PHED	Physical Education	Physical Education	1	1
			16-19	16-19
		THIRD YEAR		
MAJOR/COGNATE	Major/Cognate	Major/Cognate	9	9
INTD 110J-Elective	The Jesuit Magis	Elective	3	3
HUM 311J-312J	Masterworks I	Masterworks II	3	3
Elective-PHIL 322J	Elective	Philosophy of Conscience	3	3
			18	18
		FOURTH YEAR		
MAJOR	Major	Major	6	6
Electives	Elective	Elective	3	3
PHIL 412J-413J	Art and Metaphysics	The End of Philosophy	3	3
T/RS 314J-Elective	The Religions of the World	Elective	3	3
			15	15

TOTAL: 130-145 credits,
Depending on major

PHIL 120J Fr. McKinney
Introduction to Philosophy 3 credits
The aim of this course is to awaken in the student an appreciation of the nature and method of philosophical inquiry through an examination of key texts which grapple with the central questions that have arisen in the history of philosophy.

PHIL 210J Dr. Klonoski
Ethics 3 credits
Through the presentation of a select history of moral philosophy, students are introduced to the philosophical discipline of ethics. Original texts of such thinkers as Plato, Aristotle, Epicurus, Epictetus, St. Augustine, Hobbes, Kant, Mill, and Nietzsche are enlisted to explore the most fundamental question in ethics, "What is the good life?"

PHIL 311J Dr. Baillie
Metaphysics 3 credits
A textual inquiry into the adequacy of philosophical responses to the fundamental question, "What Is?" Special attention will be given to Aristotle, Hume, Kant, and Nietzsche.

PHIL 217J Dr. Whittaker
The Trivium 3 credits
Via numerous writing projects and speeches and the analysis of select philosophical texts, this practicum in grammar, logic, and rhetoric will encourage the student to connect the basic elements of reason, discourse, and persuasion.

PHIL 322J Dr. Black
Philosophy of Conscience 3 credits
Studies the role of conscience in moral judgement and considers its metaphorical, narrative, and ironic elements. Explores the difference between clarity and community, truth and wisdom, mind and person, principle and prudence as we study possible links between conscience, reason, eros, imagination, and education in some of the works of Plato, Kant, Marx, Vico, and St. Augustine.

PHIL 412J Dr. Casey
Art and Metaphysics 3 credits
A rigorous exploration of 1) the end of metaphysics as it plays itself out in modern science and technology, and 2) the significance of art as a way of overcoming the nihilism inherent in this end. Contemporary works of imaginative literature as well as of philosophy will be read as means to reflect critically on the post-modern condition of nihilism. Special attention will be given to the thought of Martin Heidegger and Hannah Arendt.

PHIL 413J Dr. Rowe
The End of Philosophy 3 credits
The purpose of this course is to draw together into a meaningful whole the materials studied in SJLA philosophy courses thus far. The course concerns the end of philosophy in two senses: First, the course will seek to evoke a sense of the purpose of philosophy not only within the academy, but in public life, in personal development, and even in the evolution of Western and world culture. Second, the course will raise the question of philosophy's alleged "completion," "exhaustion," or "destruction" as discussed by certain twentieth century philosophers.

T/RS 121J Dr. Steele
Theology I 3 credits
This introduction focuses on Bible and Tradition, studying key books and themes of the Old and New Testaments, as well as major developments in early Christian thought.

T/RS 122J Dr. Kopas
Theology II 3 credits
This course focuses on the Christian Creed and Way of Life. The foundations of Christian doctrine and fundamental moral principles will be studied through the examination of major theological texts. Emphasis will be placed on a critical understanding of Tradition.

T/RS 314J Sr. Foley.
The Religions of the World 3 credits
An exploration of belief in the traditions of the classical historical religions of the world through both systematic analysis and the reading of sacred texts.

INTD 110J Fr. McTeigue.
The Jesuit Magis 3 credits
The purpose of this course is to teach students how to co-ordinate several themes into an integral whole: A) Jesuit commitment to faith and justice, in terms of the Magis; B) a multi-disciplinary approach to the investigation of certain key social and cultural problems on the international, national and local levels; C) analysis and critique of socio-economic features of various cultures, guided by the values inherent in Jesuit education, with special attention paid to philosophical and theological resources; D) service to others as a concrete response to social analysis, complemented by guided reflection upon the experience of service.

HUM 311J-312J Prof. J. Benestad/Fr. McKinney
Masterworks I-II Dr. Casey 6 credits
In this team-taught, year-long seminar, students will read some of the great classics of world literature, learn how to facilitate their own discussions, write a comparative analytic paper, and be orally examined by a host of volunteer professors.

Electives & Exemptions: The five or six electives (beyond the two-semester language requirement) are intended to be used towards courses in math, computer literacy, and the natural and social sciences. There are always exemptions made to ensure that everyone takes at least 130 credits but no more than a credit-heavy major requires. Special exemptions may also be possible for those participating in foreign study, in Honors, or in a difficult double major or minor.

SJLA students are eligible to apply for the Christopher Jason Perfilio Memorial Scholarships awarded each year since 1995.

HONORS PROGRAM

DR. ELLEN CASEY, *Director*

The Honors Program at the University of Scranton concentrates on directed independent work for selected students who desire greater depth and breadth in their education. The Honors curriculum is designed to fit into existing University course requirements and to support students as they move into increasingly independent work. The sophomore courses, open only to Honors students, enable them to meet a University general education requirement on a more advanced level.

Junior Honors students take tutorials both in and out of their major. A tutorial is an exploration of a topic on an individually directed basis; the student meets with a faculty mentor weekly throughout the semester. Each Honors student must take three tutorials, at least one in the major and one out of the major or in the second major. The student may take a fourth and fifth tutorial. These tutorials count toward major, minor, cognate, or general education requirements.

In the Honors seminars a small group of Honors students meet weekly with the director and assistant director for student-led discussions. The junior seminar is based on an interdisciplinary reading list; the senior seminar is based on the senior Honors projects. Since these seminars are over and above ordinary graduation requirements, there is no tuition charge for them.

Senior Honors students do a year-long project in their major, working under the guidance of a professor to explore a specialized topic, either academic or professional in nature. Upon completion, the project is defended before a board of three faculty members who judge whether it is of Honors caliber.

There is no extra charge for Honors work. In addition, Honors students who entered the University before fall 1996 and therefore pay tuition per credit can receive a scholarship in their final semester for up to two courses, provided these courses are over and above graduation requirements. Honors students who entered the University beginning in fall 1996 and therefore pay flat tuition may take between 12 and 21 credits in their third and fourth years at the flat rate.

ADMISSION TO THE HONORS PROGRAM

Applications are accepted every fall from those students who have at least eighteen hours of college credit and who expect to graduate after three more years of work at the University. Applicants must ordinarily have at least a 3.3 GPA; a minimum of a 3.5 GPA (cum laude) is required for graduation in the Program. The number of spaces in the program is limited, and admission is based on the applicant's high school and college records, SAT scores, application, recommendations, and interviews. For further information contact Dr. Ellen Casey, Director of the Honors Program.

SCHEDULE

	Fall	Spring
Sophomore Year:	Application	HUM 286H or NS 286H
Junior Year:	1 or 2 tutorials	1 or 2 tutorials
		HONR 387H: Junior Honors Seminar
Senior Year:	Honors Project	Honors Project
	HONR 489H: Senior Honors Seminar	Defense of Project

HUM 286H
(C,W)Victorian Studies
This course uses literature to explore 19th-century British social and intellectual history. Focusing on the period from 1832-1901, it examines Victorian attitudes toward industrialization, religion, art and gender.

NSCI 286H
(E)Elements of Natural Science
This course presents an overview of the methods of the natural sciences. The applications of these methods in the solution of historical and modern problems will be discussed. Possible topics include: atmospheric and oceanic chemistry, relativity, quantum theory, and chaos.

HONR 387H
Junior Honors Seminar
Student-led discussions of contemporary non-fictional works chosen for their variety and their importance.

HONR 489H
Senior Honors Seminar
Student-led discussions of the content, rationale, and methodology of Senior Honors Projects.

DEPT 385H-389H
Honors Tutorial
An exploration of a topic on an individually directed basis.

DEPT 487H-489H
Honors Project
An independent project of academic or professional nature culminating in an oral defense before a board of three faculty members.

No Honors Program coursework may be taken on a Pass-Fail Basis.

THE BUSINESS LEADERSHIP PROGRAM

DR. McKEAGE, *Director*

Leadership, the process of persuasion or example by which the members of a group are persuaded to pursue the group's objectives, is the focus of many new programs in education. The Business Leadership Program in the University's School of Management provides selected students with an opportunity to perfect their talents for business leadership. The program includes special sections of key business courses taught from the leadership perspective, leadership seminars, a mentor/internship, program, and an independent leadership project.

The key courses are taught with a special emphasis on business leadership by faculty chosen for their exceptional teaching and their interest in the leadership concept. The leadership seminars will help the students assess and perfect their talents for leadership and will put them into contact with many business leaders. Noteworthy among the opportunities are the internships (Where the students are placed with business leaders who serve as mentors) and the projects developed and executed by the students to demonstrate their leadership skills. The program will culminate in the students' preparing portfolios on the essence of leadership, as derived from participation in the program, and defending their concepts of leadership before a faculty board.

This highly selective program accepts fifteen sophomores each Spring to begin the two year curriculum the following fall. Applicants will be selected on the basis of the following criteria:

Leadership experience and/or potential; drawing from the student's record in high school, college, work history, clubs and activities
Student's self-assessment and motivation in applying-how and why this program relates to the student's long-term goals.
interests and hobbies
recommendations of teachers, others
3.3 GPA (ordinarily); a minimum of a 3.5 QPI will be needed for graduation with honors in the program

SCHEDULE

	Fall		Spring	
Junior Year:	BLDR 351	Prin. of Management I	BLDR 355	Business Ethics
	BLDR 38j5	Business Leadership Seminar #1	BLDR 386	Business Leadership
Senior Year	BLDR 455	Policy & Planning	BLDR 484	Eloquentia Negotialis
	BLDR 485	Business Leadership Seminar #3	BLDR 486	Business Leadership Seminar# 4 Case Study Defense

Although three of the four following courses are required of all business students, sections designated by (BLDR) are restricted to students in the Business Leadership Program.

BLDR 351

Principles of Management 3 credits

This course covers the key aspects of the management process for decision-making. The focus is the organizational setting in which business leadership is exercised.

BLDR 355

Business Ethics 3 credits

The individual and social ethics of the major areas of decision-making in business from a leadership perspective.

BLDR 455

Policy and Planning 3 credits

This is the capstone course for all business majors. Concepts and skills developed in the functional areas of accounting, finance, management, marketing and production/operations are integrated and applied to the top level management of an organization. Topics include analyzing organizational environment, setting missions and objectives, developing strategies and plans, allocating resources, and designing organizational structures, reward, and control systems. Special emphasis will be given on the role of executive leadership and values in the articulation of a corporate vision and culture, and in the choice of growth and competitive strategies. Intended as a case and project oriented course.

BLDR 484

(W)Eloquentia Negotialis 3 credits

This final course examines modes of public discourse about economics, politics, and business. Taking "The Economist" as its text, the class will analyze the news, editorial, and advertisement content of this weekly magazine. Drawing from their diverse backgrounds in business course work and from their common background in BLDR courses, students will examine the rhetoric of individual pieces. Students will articulate the results of this rhetorical and ethical analysis both through written reports and oral presentations to the class.

The Following are one credit seminars.

BLDR 385

Business Leadership Seminar #1 1 credit

Focus is on identifying the characteristics of leadership, self-assessment of personal strengths and weaknesses, and preparation of plan for self-development.

BLDR 386

Business Leadership Seminar #2 1 credit

Focus is on identifying the tasks of the leader and "enabling or empowering" people to achieve the organization's goals

BLDR 485

Business Leadership Seminar # 3 1 credit

Student is placed in an organizational setting as a leadership intern to study the leadership of the organization.

BLDR 486

Business Leadership Seminar #$ 1 credit

Student proposes, develops and executes a profect evidencing a high degree of leadership skills and activity.

EASTERN CHRISTIAN STUDIES (ECS)
RUSSIAN AND EAST EUROPEAN STUDIES (REES)

SR. JOAN L. ROCCASALVO, C.S.J., *Coordinator*

The Center for Eastern Christian Studies offers two areas of study, Eastern Christian Studies and Russian/ East European Studies. As our century draws to a close, a deeper understanding of other cultures has become a necessity in order to strengthen America's performance as a leader in global affairs. Ignorance of world cultures, especially of the Christian East, Russia and East Europe can weaken our future. ECS and REES address this concern.

1. **Eastern Christian Studies (ECS)** links the legacy of the past to the present. ECS focuses on the traditions of the Byzantine, Slav, and Near East worlds and their contributions to contemporary society.
2. **Russian and East European Studies (REES)** focuses on the present and the future, i.e., historical, political, and cultural issues in Russia, Ukraine, Poland, the Baltic countries, the Czech and Slovak Republics, and Hungary. Courses examine the interrelationship of contemporary issues as they affect these countries.

In addition to their major, students electing **ECS** or **REES** enjoy the opportunity for studies which include history, political science, language, literature, art, religion, and music.

Students may choose either concentration but may not pursue both. **ECS** and **REES** are available to students:

(a) with ethnic or national backgrounds included in **ECS** or **REES.**

(b) with academic and professional interest in these cultures.

ECS and **REES** blend the values of Ignatian humanism with professional and career goals. The Ignatian theme "Men and Women for Others" stands as the centerpiece of these programs.

EASTERN CHRISTIAN STUDIES
(21 credits)

Required: 6 credits from Category I and 15 credits from Category II

Category I. Two courses (6 credits)

ECS 110	Biography as Culture
ECS/REES 335	Senior Seminar in ECS/REES

Category II. Select five courses (15 credits) from the following:

CHURCH

T/RS 225	Intro. to Theology of the Eastern Churches
T/RS 226	Intro. to Eastern Liturgies
T/RS 325	Eastern Christian Spirituality

STATE

HIST 225	Imperial Russia
HIST 228	Ancient History I
HIST 229	Ancient History II
HIST 319	Byzantine Civilization I
HIST 320	Byzantine Civilization II

CULTURE

GREEK 113	New Testament Greek I
GREEK 114	New Testament Greek II
LAT 111/112	Elementary Latin I & II
LAT 207	Roots of Latin in English
LAT 211/212	Intermediate Latin I & II
LAT 311/312	Readings in Latin Literature I & II
ART 203	Early Christian & Byzantine Art
REES 231	Russian and East European Music
REES 225	Russian and East European Culture

CONCENTRATION: 21 CREDITS

Students may interchange one REES course for an ECS course and vice-versa with the written approval of the coordinator.

RUSSIAN AND EAST EUROPEAN STUDIES
(21 credits)

Required: 6 credits from Category I and 15 credits from Category II

Category I. Two courses (6 credits)

REES 140	Russian and East European Culture	ECS/REES 335	Senior Seminar in ECS/REES

Category II: Select five courses (15 credits) from the following:

CHURCH

T/RS 225	Intro. to Theology of the Eastern Churches	T/RS 325	Eastern Christian Spirituality
T/RS 226	Intro to Eastern Liturgies	PHIL 219	Russian Philosophy

STATE

GEOG 134	World Regional Geography	HIST 226	Russian Revolution and Its Aftermath
HIST 225	Imperial Russia	H/PS 227	Soviet Foreign Policy

CULTURE

REES 231	Russian and East European Music		
ARTH 205	The Icon in Russian and East European Art	RUSS 101/102 RUSS 211/212	Elementary Russian Intermediate Russian

Concentration: 21 credits

ECS 110 3 credits
Biography as Culture
(This course is required of all students in the ECS program.) A chronological study of men and women who contributed to, and helped shape Byzantine and early Christian thought. Attention given to emperors and empresses, holy men and women, philosophers, iconographers, architects, musicians, writers (GE IV)

REES 140 3 credits
Russian and East European Culture
(Required of all students in REES program) A topical study of Russia and East Europe. Included among the lectures are the following: cultural history, literature, art, religious thought, music, and the role of the Society of Jesus in Russia and East Europe.

REES 225
Russian and East 3 credits
European Literature
This course will examine Polish, Czech, Romanian, East German, and Russian literature of the nineteenth and twentieth centuries with emphasis on the themes of the alienation of human life and the search for the transcendent. Among the authors to be read and discussed are Reymont, Sienkiewicz, Lem, Capek, Ionesco, Tolstoy, Dostoyevski and Chekhov.

ECS/REES 335
Senior Seminar in REES 3 credits
(Required of all students in ECS/REES program) A summing up of the ECS/REES concentration in advanced level discussions on the part of the students. Students will engage in the following: (a) identify one problem related to ECS/REES, (b) choose a methodology suited to the problem, (c) after intense research and analysis, choose a topic approved by the staff and prepare a project or paper approved by the staff. Some projects or papers might lend themselves to publication. *Course available only to seniors in ECS/REES.*

PHIL 219
Russian Philosophy 3 credits
This course will trace the evolution of Russian philosophical thought. The offering will concentrate on select nineteenth and twentieth-century authors and will also highlight several grand themes dear to Russian philosophers, including integral knowledge, the philosophy of history, Godmanhood, and Sophia. Consideration will be afforded both religious and non-religious thinkers.

ARTH 205
The Icon in Russian and 3 credits
East European Art
This course focuses on theology, image and artistic style in the making of the icon in Russia and East Europe. The icon will be studied in its historical and cultural context from medieval through modern times.

Tutorials are available to students who cannot fit courses into their schedule.

HUMAN DEVELOPMENT

DR. BUCHANAN, *Director*

This program offers all students, especially those majoring in the behavioral and social sciences, the opportunity to develop a multidisciplinary focus in human development. The academic aims of the concentration are to provide an understanding of: (1) both normal and exceptional development of humans as biological and psychological organisms; (2) the relationship between individuals and family/social environment; and (3) the means to enhance human development, including a field experience in a human development agency.

The 30-credit Human Development concentration is administered by an interdisciplinary board of full-time faculty from the Psychology, Sociology, and Human Resource departments. Students interested in careers and graduate programs in human development should contact the concentration director for more information on course choice and on integrating the concentration with various majors. Students who complete this concentration will have the achievement noted on their transcripts.

The Human Development concentration requires the following:

1) Childhood & Adolescence (PSYCH 221)
2) Adulthood & Aging (PSYCH 222) or Introduction to Gerontology (GERO 110)
3) Abnormal Psychology (PSYCH 225)
4) Case Management & Interviewing (HS 241)
5) Clinical Psychology (PSYCH 360) or Counseling Theories (HS 242) or Introduction to Social Work (SOC 115)
6) Anatomy & Physiology (BIO 201) or ABC's of Genetics (BIO 202) or Behavioral Neuroscience (PSYCH 231)
7) Three of the following courses with at least one course from the cultural diversity group of: Cultural Anthropology (SOC 234), American Minority Groups (SOC 224), Marriage and the Family (SOC 210), Exceptional Child (HD 335), Family Development (HD 224), Multiculturalism in Human Services (HS333), Psychology of Women (PSYCH 237), or Juvenile Delinquency (S/CJ 214), and at least one course from the applied skills group of: Educational Psychology (EDUC 222), Early Childhood Education (EDUC 140), Child Welfare (SOC 118), Group Dynamics (HS 341), Psychiatric Rehabilitation (HS 323), Marital and Family Therapy (HD 234), Marital and Family Counseling (HS 334), or Behavior Modification (PSYCH 284).
8) Field Experience in Clinical Psychology (PSYCH 480) or Internship in Human Services (HS 380) or Internship in Social Work (SOC 480)

HUMAN DEVELOPMENT COURSES

HD 224 Dr. Buchanan
Family Development 3 credits
(Prerequisite: PSYCH 110) This course will explore the reciprocal interactions among children and parents as related to the development of all individuals in the family. Topics to be covered include the roles of family members, parenthood and marriage, parenting at specific developmental stages, families with single parents, families with exceptional children, and child abuse.

HD 234 Dr. Norcross
Marital and Family Therapy 3 credits
(Prerequisite: PSYCH 110; recommended: PSYCH 225) An introduction to the theory, research, and practice of couples counseling and cojoint family therapy. Topics include family dysfunctions, assessment methods, treatment approaches, innovative techniques, and research findings. (Also listed as HS 234.)

HD 335 Staff
Exceptional Child 3 credits
(Prerequisites: PSYCH 110 and PSYCH 225) This course will consider atypical social, emotional, and mental development during childhood and adolescence. Topics include mental retardation, intellectual giftedness, learning disabilities, psychopathology of childhood and adolescence, and conduct disorders.

PEACE AND JUSTICE STUDIES PROGRAM

PROF. STEPHEN CASEY, *Coordinator*

The Peace and Justice Studies program seeks to contribute to the student's understanding of current social and economic issues and the psychological and political barriers to peace. The program's class activities, conferences and interdisciplinary research will strive to stimulate reflection on global and national peace and justice issues, and thereby, suggest solutions to some of the problems which hinder the establishment of peaceful and just societies.

A Peace and Justice concentration will be an attractive complement to the academic programs of students who are planning careers in law, international relations, human services, ministry and teaching — to name only a few. It will also be attractive to all students who have a personal interest in the problems of peace and justice, regardless of their individual career goals.

The program offers a multi-disciplinary concentration of courses, eight (24 credits) of which are to be taken by the student in order to have "Peace and Justice Concentration" added to the transcript. It is open to majors from the four undergraduate schools of the University, and courses may be taken as part of the Cognate requirement (with permission of the Chairperson of the major) or as part of the General Education requirements.

Courses currently offered which would fit into this concentration are listed below:

A. Theology requirements: (any <u>two</u> of the following:)

Church and Contemporary Social Issues (T/RS 326)
Social Ethics (T/RS 231)
John Paul II and Catholic Social Thought (T/RS 232)
Politics: A Christian Perspective (T/RS 237)
Faith and Justice (T/RS 236)
Twentieth Century Peacemakers (T/RS 234)
God and the Earth (T/RS 316)
Jesus and the Moral Life (T/RS 338)
Wealth and Poverty in the Biblical Tradition (T/RS 328)

B. Electives: (any five courses listed below can be counted; others may be included with approval from the program coordinator)

Science and Society (CHEM 104)
The Ascent of Man (NSCI 103)
Science and the Human Environment (NSCI 201)
Responsibility in Communication (COMM 220)
Political Communication (COMM 311)
Law and Society (S/CJ 210)
The Bill of Rights and Criminal Justice (S/CJ 314)
Literature of Social Protest (SPAN 435)
World Politics (H/PS 214)
Gender and the Workforce (H/PS 216)
Ethnic and Racial Minorities in Northeastern Pennsylvania (H/PS 224)
The Third World (H/PS 238)
Geopolitics (PS 213)
Global Peace and War (PS 215)
Women, Politics, and Policy (PS 227)
Cultural Geography (H/GEOG 217)
Multiculturalism in Human Services (HS 333)
Energy and the Environment (PHYS 106)
Social Psychology (PSYCH 220)
Community Organization (SOC 116)
American Minority Groups (SOC 224)
Cultural Anthropology (SOC 234)
Is Capitalism Christian? (INTD 101)
The Holocaust (INTD 209)
Literature of American Minorities (LIT 207)
Organizational Social Responsibility (MGT 473)
Urban and Regional Economics (ECO 462)
Development Economics (ECO 465)
Environmental Ethics (PHIL 213)
Feminism: Theory & Practice (PHIL 218)
Political Philosophy (PHIL 227)
Social Justice (PHIL 318)
Philosophy of Culture (PHIL 410)

C. Integrative Capstone Course: (required in Jr./Sr. year)

Toward a Just and Peaceful World (T/JP 310) 3 credits

This course will reflect on the various issues and problems raised by peace and justice study. It will consider the relationship of religion, moral philosophy and the social/political concerns embraced in the quest for a human world order. Faculty from several disciplines will make presentations. Each student will write a paper from the perspective of his/her major area of concentration.

WOMEN'S STUDIES CONCENTRATION

DR. MEAGHER, *Director; Faculty: Jody DeRitter, Marian Farrell, Joyce Hanks, Jean Harris, Eileen Hewitt, Jane Kopas, Linda Ledford-Miller, Virginia Picchietti, Susan Poulson, Stephen Whittaker, Susan Williams-Quinlan, Joan Robbins, Jan Kelly, Marjorie Maddox.*

The Women's Studies concentration consists of both interdisciplinary and single-discipline courses which examine women's experiences and the ways gender-related issues affect human lives and cultures. Faculty and students analyze the ways gender roles and images, and assumptions about gender, are reflected in art, business, literature, law, philosophy, public policy, religion, language, history, the sciences, and their own lives. At the same time many Women's Studies courses will address issues of race, class, ethnicity, and age which intersect with gender-related issues.

Women's Studies seeks to promote critical thinking, intellectual growth, and a self-awareness useful to all students. It is an attractive academic supplement to the programs of students planning careers in government, law, business, human service, ministry, and teaching — to name but a few.

Courses for the Women's Studies Concentration are drawn from all the colleges at the University and are open to students in all majors. (To enroll, students must see the Director of Women's Studies.) The concentration consists of six courses including the required core course, Phil. 218, Feminism: Theory and Practice. The remaining five courses are chosen across several departments by the student from cross-listed courses approved by the Women's Studies Committee. Many of the cross-listed women's studies courses also fulfill major, minor, cognate and/or general education requirements.

Students may seek permission from the Women's Studies Committee to take no more than one reader for women's studies credit, subject to the usual rules governing readers. Students may also petition to substitute no more than one course not cross-listed with women's studies, if the course has sufficient women's studies content and the student is able to do a significant project/assignment on a women's studies topic.

Women's Studies courses (a) focus on women's experiences in history, society, and culture, and examine their reactions to such experiences, (b) examine institutional structures/modes of authority/analyses of power, especially considering their implications for women, and (c) incorporate one or more feminist analyses/scholarly works (recognizing that there are multiple, and even conflicting, feminist perspectives).

WOMEN'S STUDIES COURSES

COMM 229: Gender and Communication
ENGL 225: Writing Women
ENGL 227: Frankenstein's Forebears
ENGL 317: Race in Anglo-American Culture, 600-2860
*FREN 430: French Women Writers
HIST 238: History of American Women I
HIST 239: History of American Women II
ITAL 207: Italian Women's Writing in Translation
H/PS 216: Gender and the Work Force
LIT 207: Literature of American Minorities
MGT 472: Women in Management
NURS 111: Women's Health
PHIL 218: Feminism: Theory and Practice
PHIL 231: Philosophy of Women
PHIL 326: Advanced Topics in Feminist Theory
PS 227: Women, Politics, and Policy
PSYCH 237: Psychology of Women
*SPAN 430: Hispanic Women Writers
T/RS 315: Women in Christianity
T/RS 319: Women's Spiritual/Autobiographical Writings
THTR 372: Contemporary Women Playwrights
WOMN 380-81 Women's Studies Internship
WOMN 429: Special Topics

*taught in the original language.

Some of the listed courses have prerequisites; please consult departmental descriptions.

WOMN 380-81 Women's Studies Internship
(pre-requisites PHIL 218 or permission of Women's Studies Executive Committee) Designed to broaden the educational experience of students by providing practical experience for them in various non-profit and other organizations that deal primarily with women's issues or women clients. Students will ordinarily be expected to write a reflection paper. Supervision by faculty member and agency supervisor.

CATHOLIC STUDIES PROGRAM

DR. DOUGHERTY, *Director*

The Catholic Studies Program seeks to provide every student with the opportunity to engage the Catholic Tradition in a deeper and broader way than the typical course of studies can provide. Accordingly, this program casts a wide net over what the Catholic Tradition and heritage are and how they interface with human endeavor. Catholic Studies is a specialization built around a multi-disciplinary core that provides a systematic way of integrating the many facets of Catholic Tradition with various academic disciplines. Because Catholic Tradition is integrally linked to virtually every subject, it can provide a natural integrative coherence for nearly all majors and areas of studies. Thus the CSP provides a good means of organizing many general education requirements into a unified concentration; it is an attractive academic program for rounding out a student's Catholic higher education.

The Catholic Studies Program consists of both inter- and uni- disciplinary courses which provide the opportunity to study the Catholic heritage in the ancient and the contemporary Church alike, and give access to the rich forms in which it has been expressed in literature, art, architecture, music, history, philosophy, science, etc. Catholic Studies welcomes all interested students whether or not they are Catholic. It is compatible with all majors. Ideally, students will enter in their freshman year, but it is possible for students to enter in their sophomore year. Courses in the program will meet either general education, major, minor or cognate requirements. All non-CSP students are welcome in any course(s) in the program, but CSP students are given enrollment preference. Honors tutorials are encouraged. SJLA students are welcome.

All courses taught in the Catholic Studies Program will seek to promote appreciation of the Catholic Tradition by being faithful to the Church's Apostolic teaching. Courses will also encourage students (a) to integrate faith and academics; (b) to study the Catholic Tradition in an intellectually rigorous way; (c) to assess human intellectual activity and experience in the light of the Catholic faith; and (d) to examine the experience of Catholics in history, politics, various social groups, philosophical and religious movements, and/or science and technology.

The concentration consists of 21 credits: 6 are required; the other 15 are electives. T/RS 184C must be taken; one semester of Christian Classics is also required. Students may build their studies based on their major and interests. Students are invited to petition for readers that meet program standards. Students may likewise seek permission for courses not cross-listed to count for credit, provided they are eligible to do significant Catholic Studies work in them.

CATHOLIC STUDIES ELECTIVES: *Students will choose five courses from a list that may be obtained from the Director, and which is also available from the Registrar's office.*

REQUIRED COURSES

T/RS 184C Dr. S. Mathews
Inside the Catholic Tradition 3 credits
This introduction to Catholic Tradition will study its scope, depth, and on-going development, reception, and characteristics. Topics covered include faith and Revelation, the intercommunion of Scripture and Tradition, the role of Magisterium, and the development of doctrine. Selected readings are taken from important conciliar texts and theologians.

INTD 201C-202C Staff
(P)Christian Classics I-II 6 credits
Each semester of this CSP core course provides a structured opportunity for reading in common some of the major Christian works of literature and spirituality with which every educated Catholic should be familiar. Important Catholic books and significant works of some great men and women who have shaped Christian thought and life will be read and discussed.

ITALIAN STUDIES CONCENTRATION

DR. PICCHIETTI, *Director;* DR. DUNN, *Co-Director*

The Italian Studies Concentration is designed to advance students' understanding of diverse aspects of Italian culture and society. The concentration is open to all majors and consists of both interdisciplinary and single-discipline courses drawn from various academic departments at the University. It encourages both breadth and depth in the study of Italian culture and society; its goal is to cultivate a broadly based knowledge of Italian civilization and its contribution to the specific fields comprising the concentration. At the same time, with an emphasis on cultural diversity and on a writing intensive curriculum, courses in the concentration will fulfill general education requirements.

The curriculum is designed to accomplish the following: provide a focused study of Italian culture and society; develop oral and written skills; and develop practical skills applicable to trips to Italy and in career fields. The concentration requires the successful completion of seven courses, three of which are required courses and four of which are to be chosen from an approved list of electives. Students will be required to successfully complete two courses of Italian language as well as the Italian Studies Seminar. Students will enter the language level they can master (determined in consultation with the director and/or the language department), and will fulfill the language requirement by successfully completing the two approved language courses.

The following are required and elective courses that make up the Concentration:

ITALIAN STUDIES REQUIRED COURSES: *Students will choose two language courses (at appropriate level) and seminar.*

ITAL 101-102	Elementary Italian
ITAL 211-212	Intermediate Italian
ITAL 311-312	Advanced Italian Composition and Conversation
	Italian Studies Seminar

ITALIAN STUDIES ELECTIVE COURSES: *Students will choose four.*

ENGL 431	Dante's Divine Comedy
ITAL 207	Italian Women Writers
ITAL 208	Envisioning Italy from Novel to Film: The Case of Neorealism
ITAL 209	Italian Cinema: From Origins to Present
ARTH 214	Renaissance Art and Architecture: 1250-1500
ARTH 216	Michelangelo and His World
ARTH 217	Leonardo (Da Vinci)
ARTH 218	The Age of Rembrandt
ARTH 384	Special Topics in Art History (if applicable)
MUS 217	Opera
MUS 284	Special Topics in Music History (if applicable)
HIST 227	Modern Italy
HIST 323	The Renaissance
PHIL 221	Medieval Philosophy
PHIL 222	Modern Philosophy I
NSCI 103	The Ascent of Man

OTHER SPECIAL PROGRAMS

THREE-YEAR BACHELOR'S DEGREE PROGRAM

The University of Scranton's curriculum and 4-1-4 calendar allow qualified students to attain their bachelor's degree within three years — thus considerably reducing the overall cost of their undergraduate education and allowing the student to enter the marketplace or begin graduate and professional studies a year earlier. While Advanced Placement or College Level Examination Programs credits (see Index) are very useful for this, a student who does not bring these from high school may still complete the degree program in most majors within three years through the use of January intersession courses and/or summer school sessions. This presumes that minimum, normal academic progress is being made. Typically two summer schools (12 credits each) and two or three January intersessions will suffice. Especially qualified students may be allowed overloads from the appropriate dean to further reduce this — as will Advanced Placement credits. The dean should be contacted as early as possible in a student's career in order to facilitate the needed scheduling. Entering freshman students may want to use the summer school immediately following their high school graduation to further this three-year program; the Director of Admissions should be consulted with respect to this. Details on the special Scranton Preparatory/University Seven year (4-3) high school-college degree program are available from the Dean of Studies at Scranton Preparatory.

COMBINED BACCALAUREATE/MASTER'S DEGREE PROGRAM

Undergraduate students of the University, with outstanding undergraduate records, may be eligible to be accepted and dually enrolled in a master's degree program prior to graduation. A student who has achieved an overall Grade Point Average of 3.5 after 64 semester hours, 3.4 after 80 semester hours, 3.3 after 96 semester hours, or 3.2 after 112 semester hours (with at least 32 graded hours at the University) may apply for early admission to a master's degree program through the Combined Baccalaureate/Master's Degree program. Master's degree programs that accept Combined Baccalaureate/Master's Degree students and details of the program are found in the section on The Graduate School (see page 269).

FOREIGN STUDY PROGRAM

The Foreign Study program at the University of Scranton provides an opportunity for students to continue studies they have begun at the University of Scranton at universities around the world. To date, University of Scranton students have studied in thirty-five different countries and have represented thirty different majors.

The Foreign Study experience typically takes place during the junior year; however, planning should start during the freshmen year. In order to participate in Foreign Study, students need a minimum GPA of 3.0 and permission from their department and dean. Additionally, students are expected to have conducted themselves according to the standards of the University of Scranton, as they are expressed in the student handbook of the University.

Courses taken at foreign universities fill graduation requirements at the University of Scranton. Planning the Foreign Study experience in a proper and timely fashion and completing courses taken at a foreign institution successfully should insure that the student graduates with his or her class. Interested students should contact either Michael Simons, Foreign Study Advisor, or Dr. Mary Engel, Associate Dean of the College of Arts and Sciences and Director of Foreign Study.

JESUIT EXCHANGE PROGRAM

A variant of Foreign Study is the University's program in conjunction with the 28 Jesuit universities in America by which above-average (3.00 GPA) students may spend one or two semesters of their junior year at another Jesuit institution. These institutions are listed on page 294. In recent years the University of Scranton students have attended Boston College, Loyola University in New Orleans, Santa Clara University, and the University of San Francisco. Consult Dr. Mary Engel, the Associate Dean of the College of Arts and Sciences, for details on this program.

INTERNSHIP PROGRAMS

The University's commitment to internships as an integral part of the educational process is strong and growing. In 1997-98, almost 250 students in the College of Arts and Sciences were engaged in internships carrying academic credit related to their major or vocational goals. 165 of these were seniors — one third of the class — in twelve different majors.

Medical technology majors spend their senior year in one of six hospitals in Pennsylvania.

Students majoring in physical therapy select internships from some 275 regional and national health care facilities and agencies formally affiliated with the University of Scranton program.

Human service majors select educational, health, welfare, correctional, rehabilitation, day care, and recreational agencies for their internship settings.

Health administration majors serve a required internship in a variety of settings including hospitals, nursing homes, rehabilitation centers, and related health agencies and may serve a second internship. Those with a concentration in long-term care administration must serve two 520-hour internships in a long-term care facility.

Seniors majoring in accounting are eligible to participate in a 13-week internship with both national and regional public accounting firms. This internship usually takes place in December-March of senior year. Selection is made on the basis of GPA (minimum 2.67) and on interviews by company representatives. In recent years, students have worked for such firms as Coopers & Lybrand; Ernst & Young; KPMG Peat Marwick, Parente, Randolph, Orlando, Carey & Associates; and Prudential Asset Management Co., in New York, Philadelphia, and other cities. Students majoring in Finance, Management or Marketing are also eligible for internships, both in the Scranton region and in their home localities over the summer months.

Communication and English majors serve internships with academic credit in a number of newspaper and television situations as well as in public relations, campus journalism, theatre directing and related positions.

Political science and history majors serve pre-law internships in private law firms as well as in the Public Defender's Office, District Magistrate offices, District Attorney's office in Scranton, Philadelphia, and a number of other cities.

Computing sciences majors hold internships in a number of private companies in the Scranton area, in Binghamton, and in New York City.

Psychology majors in the clinical track complete a practicum during their junior or senior year at a variety of mental health, substance abuse, and social service agencies under individual supervision. Other psychology majors opting for the business minor may elect to complete an internship in personnel psychology and receive direct supervision in a variety of personnel offices in the area.

Sociology, criminal justice, and gerontology majors spend part of the junior or senior year serving internships in criminal justice agencies (corrections, probation & parole services, the District Attorney's Office, Sheriff's and U.S. Marshal's services, private security and legal work) and social work/human service settings (child-care and juvenile programs, Cancer Society, and agencies serving older adults, etc.)

Environmental Science majors are required to take an internship or perform original research. Internships are generally taken after the junior year and can be undertaken in government agencies, non-profit groups, or industry.

Women's studies offers internships for academic credit at the Campus Women's Center and at various local and national organizations that focus on women's issues.

Military science students participate in Interships at several overseas locations as well as across the continental United States. The internships are leadership intensive and are based on the technical missions of many types of military units. Interships last from 3 to 5 weeks.

FACULTY/STUDENT RESEARCH PROGRAM

The Faculty/ Student Research Program (FSRP) gives students an opportunity to be involved in faculty research. Students in all fields (e.g. natural sciences, humanities, social sciences, business) can participate. They engage in a variety of activities ranging from relatively routine tasks to more sophisticated research.

There is no cost for the FSRP; the program is open to all students in good academic standing including incoming freshmen. While students do not receive academic credit, they do receive transcript recognition.

To participate in the program, students must identify a faculty sponsor with whom they want to work. This can be done by either talking to individual faculty members directly about their research interests or consulting the FSRP Directory. The Directory includes information on research projects and any student prerequisites. When a student and faculty member agree to work together, they complete a learning contract that outlines the nature of the research, the tasks involved and the hours to be worked.

For further information about this program, contact the Office of Research Services, Room 221, The Estate, (717) 941-6190.

STUDENT/FACULTY TEACHING MENTORSHIP PROGRAM

The Student/Faculty Teaching Mentorship Program(SFTMP) offers advanced students the opportunity to assist and be mentored by faculty in the teaching of selected courses. Together, they will craft the teaching/tutoring experiences that best fit the pedagogical requirements of the relevant course.

There is no fee assessed for this non-credit experience. While students do not receive academic credit or a grade, they do receive transcript recognition. The program is open to all undergraduate and graduate students in good academic standing.

For more information about SFTMP, please contact the Office of Instructional Development, AMH 119, (717) 941-6129.

PRE-LAW PROGRAM

The University is justly proud of its tradition in providing students seeking careers in the law with a solid preparation for the demands of legal study and practice, based on an undergraduate curriculum rooted in liberal education. Graduates of the University in all regions of the nation have achieved distinction in virtually every area of the law, including as local, state and federal judges. In Northeastern Pennsylvania, nearly half of the legal community hold undergraduate degrees from the University of Scranton.

The clearest measure of the strength of the University's Pre-Law Program is the remarkable success its graduates have had in winning admittance to law school throughout the country. Recent graduates have been admitted into some of the most prestigious law schools in the country, such as Cornell, Georgetown, Harvard, and the University of Pennsylvania, as well as more than thirty other public and private law schools across the nation, including American University, Boston College, Catholic University, Dickinson, Fordham, Notre Dame, Pittsburgh, Rutgers, Seton Hall, Temple, Villanova, and Widener.

Pre-Law Curriculum—No specific undergraduate major is required for admission to law school; the American Bar Association's statement on *Preparation for Legal Education* does not recommend any particular group of either majors or individual courses, noting that "the law is too multifaceted, and the human mind too adaptable, to permit such a linear approach to preparing for law school or the practice of law."

The ABA statement, however, does describe certain skills and values which are essential to success in law school and to competent lawyering. These are: **Analytic and Problem Solving Skills**, involving critical thinking and the ability to structure and evaluate arguments for and against propositions; **Critical Reading Abilities**, derived from substantial experience in the close reading and critical analysis of complex texts; **Writing Skills**, developed through rigorous practice in preparing and revising original pieces of substantial length; **Oral Communication and Listening Abilities**, based on experience in giving and evaluating formal presentations; **Research and Time Management Skills**, involving the ability to plan a research strategy, to undertake substantial library work, and to organize large amounts of information within a fixed period of time; and, not least of all, a **Commitment to Serving Others and Promoting Justice**, based on significant experience in service projects while an undergraduate.

The skills noted above can be acquired by students majoring or minoring in any discipline that involves intensive reading and extensive writing such as, for example, English, history or political science. At the same time, students who have majored in other areas, including philosophy, languages, management, any of the social sciences, as well as the natural sciences, have enjoyed success in the study and practice of law. Ultimately, the best preparation for law school comes from taking challenging courses from demanding professors.

In addition to these skills and values, the ABA has identified several more specific areas of knowledge that pre-law students should acquire as undergraduates. The University's Curriculum 2000 provides a framework whereby all can be acquired through the General Education requirements applicable to all majors:

- — a broad understanding of American History (HIST 110-111)
- — a fundamental understanding of political thought and the American political system (PS 130-131)
- — a basic understanding of ethical theory (PHIL 210)

- — a grounding in economics, especially microeconomic theory (ECON 153)
- — an understanding of basic pre-calculus mathematics (MATH 106 or equivalent)
- — a basic understanding of human behavior and social interaction (PSYC 110 or SOC 110)
- — an understanding of diverse cultures within and beyond the United States (the six-credit cultural diversity GE requirement)

In addition to the courses listed above which satisfy general education requirements, certain departments offer courses that can be of particular value to pre-law students and which, depending upon their major, can be taken as electives within either their major or cognate. Such courses include HIST 336 (History of American Law), HIST 337 (British Constitutional and Legal History), PS 311-312 (American Constitutional Law), and WRTG 212 (Writing for the Law).

Pre-Law Internships—Interested students with a Grade Point Average above 3.00 at the time of application may, with the approval of the Dean, receive academic credit for internships served in the offices of either private law firms or various legal agencies such as the District Attorney, Public Defender, or District Magistrate. Prior approval of the planned internship is necessary. A minimum of 150 hours work is required for internship credit in PS 280. Application forms for these internships are available from the Registrar's Office.

Pre-Law Advisory Team—Continuing advice on course selection, career planning and the law school application process is provided by a Pre-Law Advisory Team, headed by Dr. Frank X.J. Homer as Director of Law School Placement. He is assisted by Ms. Constance E. McDonnell, Associate Director of Career Services, who aids law school applicants in assembling their credential files and coordinates the annual on-campus Law Fair; and by Dr. Robert F. Hueston who serves as moderator to the student Pre-Law Society which provides a forum for speakers from the legal profession and sponsors trips to visit law schools.

Law School Admission Test—Along with a student's undergraduate academic record, the LSAT score is a critical factor in the law school admission process. Ordinarily, pre-law students take the LSAT at the end of their junior year or early in their senior year. As a means of assisting University students to score up to their fullest potential on the LSAT, on-campus LSAT workshops are offered at least twice each year. These provide University students with an alternative to costly commercial test preparation services.

The Pre-Law Advising Team (from left): Constance McDonnell, Frank Homer, Ph.D., and Robert Hueston, Ph.D.

PRE-MEDICAL PROGRAM

The success of the University's Pre-Medical Program has been outstanding. Since 1980, the University has placed an average of over 50 students per year into American schools of medicine, dentistry, optometry, podiatry and veterinary medicine, often in the most prestigious schools in the country.

The University of Scranton offers its pre-medical students unique opportunities in anticipation of changes in health care delivery for the twenty-first century. This includes a special exposure to primary care medicine (the practice of family physicians, general internists, and general pediatricians), predicted to be the area of greatest growth in medicine. Students have an opportunity to participate in an undergraduate primary care internship through the Scranton-Temple Residency Program. In this program, students accompany physicians at Scranton Mercy and Moses Taylor Hospitals to gain exposure to clinical settings in primary care medicine. Students gain transcript recognition for participation in this internship as well as a clear view of the profession they seek to enter.

Moreover, the University of Scranton is one of only six undergraduate institutions participating in the Jefferson Medical College Physician Shortage Area Program (PSAP). This program is designed to recruit and educate medical students who intend to enter Family Medicine and practice in physician shortage areas in Pennsylvania. Finally, University of Scranton students are encouraged to participate in programs at the Center for Primary Care at the Penn State College of Medicine, Hershey.

The Pre-Medical Program is supported by a network of hundreds of medical alumni and by an active Medical Alumni Council. The Medical Alumni Council has compiled a directory of physicians who have agreed to serve as resources for information or internship opportunities for University of Scranton students. It also sponsors on-campus programs to which undergraduate students are invited.

Pre-Medical Undergraduate Curricula — Many undergraduate students who intend to apply to health professions schools choose Biology or Biochemistry as their major. However, students may choose any major, provided that they meet the requirements for entrance to medical, dental, or other health professions school.

For students at the University of Scranton, the *minimum* requirements are:

Biology 141 and 142	Chemistry 232 and 233
Chemistry 112 and 113	Physics 120 and 121

Many medical schools recommend that students demonstrate a wide range of interests both in their choice of courses and of extra-curricular activities. Volunteer work is strongly recommended by the Admissions Committees of most Health Professions schools, as is course work in Ethics, particularly in Phil 212, Medical Ethics and/or T/RS 330, Biomedical Ethics.

Some medical and dental schools also have specific prerequisites for English, mathematics, or other courses, as listed in *Medical School Admission Requirements,* or *Admission Requirements of U.S. and Canadian Dental Schools.* Copies of these publications are available in the office of Dr. Mary Engel, Director of Medical School Placement.

The Association of American Medical Colleges recommends that undergraduate students planning to apply to medical school acquire a strong background in the natural sciences, so students should consider courses in biology, chemistry, physics and mathematics beyond the minimum requirements. Students should develop strong oral and written communication skills, and they should complete rigorous courses in the humanities and social sciences. Honors courses and programs, independent study, and/or undergraduate research are also encouraged.

Cristin Kiley, a pre-medical student in the University of Scranton-STRP Primary Care Undergraduate Internship program, reviews cardiogram data with Dr. Gerald P. Tracy, director of cardiology at Scranton's Mercy Hospital. Tracy, a 1963 alumnus, chairs the University's Board of Trustees and was instrumental in the formation of the Medical Alumni Council.

The University offers all applicants to health professions schools the option of a formal applicant evaluation by the Health Professions Evaluation Committee (HPEC). This committee consists of sixteen faculty and administrators representing a wide range of academic disciplines. It is directed by Dr. Mary Engel, Associate Dean of the College of Arts and Sciences and Director of Medical School Placement, who also advises the pre-medical organization.

Applicants are evaluated on academic record, volunteer and community service activities, extracurricular activities, and demonstrated motivation toward their chosen career. Students submit documents and request faculty letters of evaluation and are interviewed by two members of HPEC. Through the HPEC interview, students have an opportunity to develop their interviewing skills and receive feedback on their application materials and interviewing performance. The HPEC evaluation package sent to health professions schools is a comprehensive narrative which describes in depth an applicant's qualifications for advanced study and careers in the health professions.

The University also makes available to students a wide variety of resources in the Health Professions Lending Library; information about materials which students may borrow is available from the Director of Medical School Placement.

AEROSPACE STUDIES (Air Force Reserve Officer Training Corps)

LT. COL. PAPP, *Chairperson*

The Air Force Reserve Officer Training Corps (AFROTC) program at Wilkes University permits students attending the University of Scranton to earn commissions as officers in the United States Air Force while pursuing a university degree. Students may enroll in either the Four-Year or Two-Year programs. Aerospace Studies courses are held on the campuses of Wilkes University, Bloomsburg University, and King's College.

The Four-Year program permits students to enter the AFROTC program in their freshman or sophomore year. (Students with three years remaining until graduation may enroll concurrently in the freshman and sophomore Aerospace Studies courses and can complete the four-year program in three years.)

The Two-Year program is available for students (including Graduate School) who have at least two years remaining until graduation. Students interested in enrolling in the Two-year program must apply as early as possible in their *sophomore* year. Students should call 1-800-WILKES U, ext. 4860, for more information.

General Military Course *(Four-Year Program Only)* — The first two years of the four-year program constitute the General Military Course (GMC). GMC courses are open to any University student. Students enrolling in these courses do not incur any military service obligation. (Exception: Air Force scholarship recipients incur a commitment at the beginning of their sophomore year.) The GMC curriculum consists of four one-credit Aerospace Studies courses, plus a non-credit leadership laboratory each semester, which introduces students to U.S. Air Force history and environment, customs, courtesies, drill and ceremonies, and leadership skills.

Professional Officer Course *(Two and Four-Year Programs)* — The final two years of the four-year program comprise the Professional Officer Course (POC). It consists of four three-credit Aerospace Studies courses, plus a non-credit leadership laboratory each semester. POC cadets earn a $150-per-month, tax-free subsistence allowance during the academic year and incur a military obligation. To be accepted into the POC, students must pass a physical examination and an officer qualification test, as well as meet certain academic standards. Four-year cadets must also complete a four-week field training program; two-year applicants must complete a six-week field training program, both of which are administered the summer before POC entry. In addition, all POC cadets must complete a course in mathematical reasoning prior to being commissioned.

Uniforms — All uniforms, equipment, and textbooks required for AFROTC are supplied by the U.S. Air Force. All cadets are required to pay a nominal initial deposit which will be refunded when the cadet returns all uniform items in satisfactory condition at the completion of (or withdrawal from) the AFROTC program.

Scholarships — The U.S. Air Force offers many 2-to-5-year, full and partial scholarships for which qualified students may compete, if they enroll in AFROTC. All scholarship awards are based on individual merit, regardless of financial need, with most scholarship recipients determined by central selection boards. Scholarship selection boards for students already in college are held each year. Since scholarship applicants must meet certain academic, physical fitness and medical requirements to be considered by the scholarship boards, contact the Aerospace Studies department early, to apply. All AFROTC Scholarship recipients entering (or transferring to) the University of Scranton receive free room.

Commissioning— All students who satisfactorily complete the POC curriculum requirements are commissioned as Second Lieutenants in the U.S. Air Force, and will serve on either active duty or in the Reserves in a career specialty they have chosen, consistent with USAF needs.

For additional information, or if you have specific questions about the Air Force Reserve Officer Training Program, contact the Aerospace Studies Department, at 1-800-945-5378, extension 4860/4861.

AS 111/112/211/212
AS 303/304/403/404
Leadership Laboratory No credit
Involves a progression of experience designed to develop each student's leadership potential in a supervised training laboratory. Examines U.S. Air Force customs and courtesies, drill and ceremonies, career opportunities, life and work of an Air Force company grade officer.

AS 101 Fall
Air Force Today I 1 credit
Introduction to the background, missions, and functions of U.S. military forces, with emphasis on functions of U.S. Air Force organization, command structure and the mission and organization of various major commands. Development of individual communication skills.

AS 102 Spring
Air Force Today II 1 credit
Introduction to USAF professions, geopolitics, U.S. defense policy/strategy, U.S. general purpose military forces, insurgency/counter-insurgency, aerospace support forces and organization of other military services. Development of individual communication skills.

AS 201 Fall
The Development of Air Power I 1 credit
A study of air power development, in historical perspective, through the end of World War II, including the evolution of missions, concepts, doctrine and force employment, with emphasis on changes in conflict and factors which have prompted technological developments. Development of individual communication skills.

AS 202 Spring
The Development of Air Power II 1 credit
(Prerequisite: AS 201 or permission of instructor.) A study of air power development from the end of World War II to the present, including changing air power missions and the employment of air power in support of national objectives. Development of individual communication skills.

AS 301 Spring
Air Force Leadership and Management I 3 credit
(Prerequisite: AFROTC-approved membership in the POC or permission of instructor.) General theory and practice of management with special reference to the U.S. Air Force. Covers evolution of management thought, including classical, behavioral, and management science schools; policy formulation, principles and practices in planning, organizing, staffing, directing, and controlling business and Air Force activities; resource control techniques; social and ethical issues within the management process. Development of individual communication skills.

AS 302 Spring
Air Force Leadership and Management II 3 credit
Theoretical, professional, and legal aspects of leadership; practical experience in influencing people individually and in groups, to accomplish organizational missions effectively. Development of individual communication skills.

AS 401 Fall
National Security Forces in Contemporary American Society I 3 credit
(Prerequisite: AFROTC-approved membership in the POC or permission of instructor.) The role and functions of the professional military officer in a democratic society, and civil-military interaction; basic framework of defense policy and formulation of defense strategy; the impact of East Asia, Latin America, Africa, the Middle East, and Commonwealth of Independent States on U.S. national security policy. Development of individual communication skills.

AS 402 Spring
National Security Forces in Contemporary American Society II 3 credit
(Prerequisite: AS 311 or permission of instructor.) The problems of developing defense strategy in a rapidly changing technological environment; effective deterrent posture and management of conflict; dynamics and agencies of defense policy making. Development of individual communication skills.

The College of Arts and Sciences

Joseph H. Dreisbach, Ph.D., Dean

The College of Arts and Sciences is the largest academic division of the University with more than 30 areas of studies. Its liberal arts programs serve students well in many different careers. CAS programs also lay the foundation for professional study in law, medicine, and dentistry, as well as for graduate study in various fields.

ART AND MUSIC

DR. DeMICHELE, *Chairperson*
Dr. DUNN, *Director, Art & Music Program*

The Art and Music program offers two minors: Art History and Music History. Each discipline aims to develop a student's creative expression, to prompt aesthetic appreciation and judgment, to develop critical thinking, and to deepen understanding of the impulse to create with sound and with image.

Courses in Art History and Music History satisfy General Education requirements in the following areas: Humanities, Cultural Diversity, and Writing Intensive. See designations below.

Courses available for credit in GE Humanities include:
ARTH 111, 112, 116, 210, 213, 214; ARMU 140, 141; MUS 111, 112.

Courses available for credit in GE Cultural Diversity include:
ARTH 113, 210, MUS 113.

Courses available for credit in GE Writing Intensive include:
ARTH 116, 117, 118, 216, 217, 218.

MINORS IN ART HISTORY AND MUSIC HISTORY

MINOR IN ART HISTORY:

A minor in art history requires 18 credits, including ARTH 111 and 112. Four additional courses in art history are required. Internships at the Everhart Museum are available to art and art history minors upon completing 12 credits in art/art history.

Students minoring in art history have pursued graduate degrees in art history (Ph.D.), decorative arts (M.F.A.), and museum education (M.A.). Recent graduates are employed by the Metropolitan Museum of Art (NYC), the Franklin Institute (Philadelphia), and Sotheby's (NYC).

MINOR IN MUSIC HISTORY:

A minor in music history requires 18 credits, including MUS 111, 112, 235, 236, and two additional music courses numbered 110 or above.

ART

ART 112 Staff
Color and Design 3 credits
A foundation course introducing the elements and principles of two-dimensional design. Various materials are used to explore the organization of space and basic color theory.

ART 114 Prof. Colley
Three-Dimensional Design 3 credits
A foundation course investigating basic materials and approaches in the creation of three-dimensional form. Hands-on involvement with diverse media, techniques and tools of the sculptor's craft is emphasized.

ART 116 Profs. Colley, Podhurst
Basic Drawing 3 credits
A foundation course designed to develop skills in basic drawing and perception. Various media are employed in exercises involving the use of line and shading, shape and space, and design and composition.

ART 120 Profs. Lehman, Podhurst
Painting I 3 credits
A first-level painting course concerned with fundamentals such as composition, observation, basic color theory and basic techniques. The class includes one museum trip and regular group critiques. Prerequisite: ART 112, 116 or equivalent

ART HISTORY

ARMU 140-141 Dr. Dunn, Staff
(C)Perceiving the Arts 3 credits each
This 2-semester course offers a cross-disciplinary introduction to art and music in a pervasive study of these art forms as they inform and are informed by the societies in which they were created. Classes include (but are not limited to) lectures, lab discussions, guest lectures, museum, concert/opera trips. Course restricted to ELED majors.

ARTH 111 Dr. Dunn, Prof. Long
(C)History of World Art I 3 credits
A survey of the history of painting, sculpture, and architecture, from prehistoric times through the dawn of the Renaissance in 1400. The art of ancient eastern and western civilizations is studied in historical contexts of idea, style, and technique.

ARTH 112 Drs. Dunn, Miller-Lanning
(C)History of World Art II 3 credits
The course opens with the history of painting, sculpture, and architecture in Renaissance, Baroque, and eighteenth-century Europe. Introduced by Impressionism, Expressionism, and Cubism, the art of the modern world concludes with a survey of idea, style, and technique in twentieth-century art. ARTH 111 not a prerequisite.

ARTH 113 Staff
(C,D)Topics in Non-Western Art 3 credits
This course focuses on the history of painting, sculpture and architecture produced by non-western and ethnographic cultures: including, but not limited to, African, Oceanic, Native American, Japanese, Chinese, Islamic, and Indian Art. Courses will vary according to student and faculty interest.

ARTH 114 Staff
(C,W)History of Architecture 3 credits
A general survey of architectural history from the prehistoric through the modern era, focusing on architectural style, the built environment, and the rituals which condition the use and design of structures and urban spaces. The course features walking tours of Philadelphia and the city of Scranton, as well as guest lectures by area architects.

ARTH 115 Dr. Dunn
Art of the Ancient World 3 credits
(Formerly ARTH 201) A survey of the art and architecture produced between 30,000 - 1250 B.C. The course opens in the painted caves of Prehistoric Europe, and continues through the contemporaneous civilizations of the Ancient Near East (Sumer, Babylon, Assyria, Persia) and Egypt.

ARTH 116 Prof. Long
(C,W)Art of Greece and Rome 3 credits
(Formerly ARTH 202) The course begins in the Aegean with the Minoan and Mycenaean cultures celebrated by Homer; surveys the art of classical Greece; and continues with the art of the Etruscans in ancient Italy. The course concludes with Roman art and architecture (3rd c. B.C. - 5th c. A.D.).

ARTH 117 Dr. Dunn
(W)Early Christian and Byzantine Art 3 credits
(Formerly ARTH 203) The art and architecture produced by the first Christians borrowed much from the forms and ideas of Roman art. The course surveys art produced in Rome, Ravenna, Milan, Greece and Constantinople, 200-1400 A.D. Emphasis will be placed on the origin and symbolism of Christian imagery and architecture.

ARTH 118 Dr. Dunn
(W)Medieval Art: Romanesque and Gothic 3 credits
(Formerly ARTH 204) A survey of art and architecture in western Europe, 1100-1400. Medieval architecture, manuscripts, paintings, and decorative arts will be presented as mirrors of medieval thought and spirituality.

ARTH 205 Dr. Dunn
The Icon in Russian and East European Art 3 credits
This course focuses on theology, image and artistic style in the making of the icon in Russia and East Europe. The icon will be studied in its historical and cultural context from medieval through modern times.

ARTH 210 Staff
(C,D)Topics on Women in the Visual Arts 3 credits
This cross-disciplinary course presents selected topics on women in the visual arts, including the history of women's achievements and struggles in the visual arts, varied ways of thinking and writing about women, art and culture. Topics will include, but are not limited to: Survey of Women in Art; Being Female in the Renaissance, Medieval Women in Image and Text; Contemporary Women Artists; The Female Artist in Latin America; Women Artists in America; 19th-Century Women Artists, etc.

ARTH 213 Dr. Miller-Lanning
(C)American Art 3 credits
A survey of American architecture, painting and sculpture from the earliest exploration days. The course will cover art of Native America, the colonial period, the Civil War era, and the twentieth-century.

ARTH 214 Dr. Dunn
(C)Renaissance Art and Architecture: 1250-1500 3 credits
(Formerly ARTH 310) A survey of the art produced in Italy, 1250-1500, the course opens with Cimabue in Assisi of St. Francis; continues into the fourteenth century with the frescoes of Giotto and Duccio; and concludes with such fifteenth-century artists as Brunelleschi, Donatello, Botticelli, Leonardo da Vinci, and the young Michelangelo.

ARTH 215 Dr. Dunn
The Renaissance in Northern Europe 3 credits
(Formerly ARTH 311) Art produced in northern Europe (France, Germany, Belgium, and the Netherlands) differs remarkably from the art produced in Italy by Botticelli and Michelangelo. This course surveys painting north of the Alps by such artists as Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, and Albrecht Dürer.

ARTH 216 Dr. Dunn
(C,W)Michelangelo and His World 3 credits
(Formerly ARTH 410) This course investigates the painting, sculpture, and architecture of Michelangelo. By considering the artistic traditions to which he fell heir as a Florentine artist, the traditional and the innovative aspects of Michelangelo's work will be assessed. Readings from his letters and poetry, and from sixteenth-century biographies will furnish a rich context for the appreciation of his work and for understanding the society to which he belonged.

ARTH 217 Dr. Dunn
(W)Leonardo (Da Vinci) 3 credits
(Formerly ARTH 411) Artist, scientist, author and free-thinker, Leonardo left few paintings, many drawings, and copious notes attesting the wide range of his intellectual curiosity. This course focuses both on the fifteenth century world to which the artist belonged and on his many writings in order to measure Leonardo's greatness as prodigy and visionary.

ARTH 218 Prof. Long
(W)The Age of Rembrandt 3 credits
(Formerly ARTH 303) A survey of the painting, sculpture, and architecture produced in Europe between 1600 and 1750. The course opens in Bernini's Rome of the Counter-Reformation and concludes in France at the royal courts of Louis XIV and XV.

ARTH 220 Staff
History of Photography 3 credits
The course explores the historical development of photography and considers the medium's aesthetic components as well as the theoretical and representational issues it raises.

ARTH 221 Dr. Miller-Lanning
Nineteenth-Century Art 3 credits
(Formerly ARTH 304) An exploration of painting and sculpture from Neoclassicism to Symbolism. Special emphasis will be given to works by J.L. David, Goya, Delacroix, Courbet, Manet, Morisot, Rodin, and Van Gogh. In addition to developing skills of visual analysis, the course will focus on the interaction between artist and society.

ARTH 222 Dr. Miller-Lanning
Impressionism and 3 credits
Post-Impressionism
(Formerly ARTH 312) Impressionism, an artistic movement linked today with leisure and pleasure, developed out of conflict and challenged many standard European art practices. The course investigates the artistic goals and strategies of Manet, Monet, Degas, Renoir, Morisot, Cassatt and Pissarro, and considers how their works respond to important social issues of the day. Paintings by the Postimpressionists Cézanne, Seurat, Van Gogh and Gauguin will be examined as reactions to the aims of Impressionism.

ARTH 225 Dr. Miller-Lanning
Art of the Twentieth Century 3 credits
(Formerly ARTH 305) Beginning with pre-World War I works by Matisse and Picasso, this course surveys the painting, sculpture, architecture and photography of the period known as modernism, ending with an exploration of the contemporary phenomenon of postmodernism. Through examination of both artworks and texts by artists and critics, considerations of style and technique will be integrated with an analysis of historical context.

ARTH 227 Dr. Miller-Lanning
Matisse and Picasso 3 credits
(Formerly ARTH 315) This course examines the works of these two influential modern artists by considering the aesthetic and historical context for their paintings, sculptures, prints, and writings on art.

ARTH 295-296 Dr. Dunn
(Travel Seminar)
Short study trips to provide students with the opportunity to study works of painting, architecture, and sculpture on site. Trips will be designed as themes: i.e., the Art Museums of London and Paris, The Bible in Text and Image (Italy), Renaissance villas and palaces, Michelangelo, etc.

ARTH 380 Drs. Dunn, Miller-Lanning
Museum Methods 1-3 credits
Offered in cooperation with the Everhart Museum, this course introduces students to ideologies of arts administration and methods of curatorial research and procedure. On-site study at the Everhart Museum is supervised by the Curator of Art and by art history faculty. Prerequisites: Arth 111, 112 and 2 additional ARTH courses.

ARTH 384, 484 Dr. Dunn
Special Topics 3 credits
Selected topics will vary from year to year based on student/faculty interest and available media resources. Topics may include Art of the Far East, History of Printmaking, etc. Discrete styles and individual artists may also be the focus of a selected topics course. Prerequisites: ARTH 111, 112 and 2 additional ARTH courses.

MUSIC

MUS 111 Staff
(C)Music History I 3 credits
The history and literature of Western classical music from the medieval period to the eighteenth century, including Gregorian chant, the growth of polyphony, the rise of instrumental music and the birth and growth of opera.

MUS 112 Staff
(C)Music History II 3 credits
The history and literature of Western classical music from the eighteenth century to the present, including the increasing importance of instrumental music and opera, the development of atonality and serial music, and the recent avant-garde. MUS 111 is not a prerequisite.

MUS 211 Prof. Garofalo
Keyboard Music 3 credits
Music written for the piano, organ, harpsichord and clavichord from the Renaissance to the 20th-century. The course focuses on the development of keyboard instruments and the forms and composers that dominate the literature.

MUS 213 Prof. Garofalo
Symphony 3 credits
Development of the symphony as an independent genre, from its origins in the mid-eighteenth century to the present day. Works by Haydn, Mozart, Beethoven, Brahms, Tchaikovsky, Mahler, Shostakovich and Stravinsky will be among those considered.

MUS 217 Staff
Opera 3 credits
The history of opera from its beginnings at the turn of the seventeenth century to the present with an emphasis on the nineteenth and twentieth centuries. Representative operas by Mozart, Verdi, Wagner and Puccini, among others, will be examined.

MUS 218 Dr. Perry
American Musical Theatre 3 credits
The development of musical theatre in America from the nineteenth century to the present, emphasizing works composed since the 1940s. Musicals by Jerome Kern, Rodgers and Hammerstein, Lerner and Loewe, Leonard Bernstein and Stephen Sondheim will be considered.

MUS 219 Prof. Buckley
History of Jazz 3 credits
A detailed examination of a "truly American musical form." Included will be discussions of major stylistic periods, compositions, and performers. Listening examples, as well as live performances, will contribute to an understanding of jazz from its origins to the present day.

MUS 222 Staff
Bach 3 credits
(Formerly MUS 323) The music of Johann Sebastian Bach in the context of the musical forms, styles, and genres current in the first half of the eighteenth century. A survey of Bach's life and works is followed by detailed study of selected vocal and instrumental compositions.

MUS 223 Staff
Mozart 3 credits
(Formerly MUS 324) An examination of Mozart's major works in the genres of symphony, concerto, chamber music, church music and opera, together with a brief biographical survey. The influence of late eighteenth century culture and musical conventions on Mozart's work is considered.

MUS 225 Staff
Beethoven 3 credits
(Formerly MUS 325) Study of a composer whose fiery personality drove him to express through music universal concepts in an age of revolution, i.e., freedom and the dignity of the person. Course traces the evolution of Beethoven's major works — sonatas and concertos, symphonies and string quartets as well as Fidelio and the Missa Solemnis; and, the effect of his deafness on his view of life and on his later works.

MUS 226 Staff
Romantic Music of the Nineteenth Century 3 credits
A study of the major musical developments in the nineteenth century, the Romantic Period: the rise of piano literature, the art song, chamber and program music, and opera. Attention to nationalism.

MUS 228 Staff
Music of the Twentieth Century 3 credits
A study of the history and literature of Western classical music in the twentieth century. The various "isms" of the period, including impressionism, expressionism, neo-classicism, serialism and minimalism, will be examined. MUS 112 recommended as prerequisite.

MUS 233 Staff
Music in America 3 credits
An overview of music in the United States from colonial times to the present, with an emphasis on the twentieth century. Classical, popular and traditional musical styles are considered, including the symphony, the opera, the Broadway show, jazz, rock, hymnody, and folk music.

MUS 235 Dr. Perry
Music Theory I 3 credits
The fundamental materials of tonal music: notes and rests, rhythm and meter, scales and modes, intervals, triads and seventh chords, melodic and harmonic organization, and an introduction to voice leading and part writing. Some knowledge of music notation helpful.

MUS 236 Dr. Perry
Music Theory II 3 credits
Extension of the tonal vocabulary to include chromatic harmony, modulatory techniques, and the use of extended chords, as well as an overview of selected post-tonal procedures. Prerequisite: MUS 235.

MUS 280 Staff
Liturgical Music 3 credits
The role of music in the Roman Catholic Church. Emphasis on the practical rather than the historical. Recommended for any lay person or member of the clergy, involved in developing church liturgy. No musical background required.

MUS 335 Staff
Introduction to Composition 3 credits
Guided individual projects in original composition, together with the analysis of selected works from the classical repertory. Prerequisite: MUS 235 and 236.

MUS 284 Staff
Special Topics 3 credits
Selected topics in Music History will vary from year to year based on student/faculty interest.

BIOLOGY

DR. TOWNSEND, *Chairperson*

Courses in the Department of Biology are designed to achieve the following objectives: 1. to present the fundamental scientific facts and concepts which are needed for an understanding of the living world and people's relation to it; 2. to prepare students for advanced study or work in other biological fields.

The Bachelor of Science in Biology Program supplies preprofessional preparation meeting all requirements and recommendations of professional schools (medicine, dentistry, veterinary medicine).

While the department's record in the preparation of physicians is an impressive one as indicated earlier in the Pre-Medical section, its record as one of the baccalaureate sources of Ph.D.'s in the biological sciences is equally prestigious. A 1988 study by the office of institutional research at Franklin and Marshall College shows that over the last 66 years, the University of Scranton ranked 48th out of 877 four-year, private, primarily undergraduate institutions.

The biology curriculum appears below. In selecting biology electives, all majors are required to take at least one course in each of the following 5 course groups (special exemption may be made by permission of the Chairperson):

Cellular (C) - BIOL 250, 344, 346, 348, 349, 350, 351, 352, 354, 358, 445, 450

Molecular (M) - BIOL 250, 344, 350, 351, 358, 361, 362, 363, 364

Organismal (0) - BIOL 195, 196, 241, 243, 245, 250, 270, 344, 345, 346, 347, 348, 349, 351, 370, 372, 445, 473

Genetics (G) - BIOL 260, 362, 263, 375

Population (P) - BIOL 195, 196, 270, 272, 273, 345, 349, 370, 371, 372, 375, 471, 472, 473

Biology majors may use up to 6 credits in Chemistry (CHEM 350, 351, 360, 450, 451) as biology electives

The premedical advisor's elective recommendations for pre-professional students are listed on page 50.

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE NSCI)	BIOL 141 -142	General Biology	4 ½	4 ½
COGNATE	CHEM 112 -113	General Analytical Chemistry I-II	4 ½	4 ½
GE WRTG-SPCH	WRTG 107- COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computer Information Literacy		3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE HUMN	HUMN ELECT	Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
			16	18
		SECOND YEAR		
MAJOR	BIOL	Biology Electives	4 ½	4
COGNATE	CHEM 232 - 233	Organic Chemistry I -II	4 ½	4 ½
GE QUAN-COGNATE	MATH 103 -114[1]	Pre-Calculus Math. - Analysis I	4	4
GE S/BH	S/BH ELECT	Elective		3
GE PHIL - T/RS	PHIL 210-T/RS 121	Ethics-Theology I	3	3
GE PHED	PHED ELECT	Physical Education	1	
			17	18 ½
		THIRD YEAR		
MAJOR	BIOL	Biology Electives	4 ½	5
COGNATE	PHYS 120-121	General Physics	4	4
GE S/BH	S/BH ELECT	Elective	3	
GE HUMN	HUMN ELECT	Electives	3	3
GE T/RS	T/RS 122	Theology II	3	
GE FREE	ELECT	Elective		3
GE PHED	PHED ELECT	Physical Education		1
			17 ½	16
		FOURTH YEAR		
MAJOR	BIOL	Biology Electives	7 ½	7 ½
GE PHIL or T/RS	PHIL or T/RS	Elective		3
GE HUMN	HUMN ELECT	Elective	3	
GE FREE	ELECT	Elective	6	3
GE PHED	PHED ELECT	Physical Education		1
			16 ½	14 ½

TOTAL: 134 credits

[1] MATH 103 (taken before MATH 114) if indicated by Math Placement Test. Otherwise, credits may be taken in Math, Biology, Chemistry or Physics.

MINOR: To gain a minor in biology, a student must complete Biology 141-142 including the laboratory, and 15 additional credits of courses suitable for the biology major. Biology electives must be selected to fill at least 3 of the 5 established course groups, and must include at least three credits of advanced laboratory work. It is strongly suggested that a potential biology minor seek the advice of the biology chairperson concerning the selection of electives suitable to his/her personal goals.

*** Please note: Biology courses numbered 100 - 139 and 200 - 239 are not open to Biology majors. Courses with a title prefixed by an asterisk require concurrent enrollment in lecture and lab.**

BIOL 100 Staff
*** Modern Concepts of Biology** 4 credits
Exploration of the practical impact which modern biological concepts have on our lives. Topics include cell function, genetics, plant and human biology, genetic engineering, cancer, AIDS and dying. Provides a framework for making informed ethical decisions as a citizen regarding pertinent biological issues. 3 hours lecture; 2 hours lab. Fall only.

BIOL 101 Dr. Sweency
(E)General Biological Science 3 credits
The nature of living organisms and general biological principles, as they affect man, are stressed in general terms. 3 hours lecture.

BIOL 105 Dr. Conway
(E)Biodiversity 3 credits
An examination of the variety of animal and plant species, especially in the two most diverse ecosystems: the coral reef and the tropical rain forest. The foundations of biological diversity will be studied: ecology, systematics, evolution and biogeography. The effects of historical, cultural, economic, religious and political forces on biodiversity will be analyzed. Current topics will be discussed, such as deforestation, human population growth, endangered species and global warming. 3 hours lecture.

BIOL 110 & 111 Staff
***(E) Structure and Function of the Human Body** 8 credits
A general study of the anatomy and physiology of the human organism emphasizing the body's various coordinated functions from the cellular level to integrated organ systems. 3 hours lecture, 2 hours lab each semester.

BIOL 112 Dr. Anderson
Perspectives in Anatomy and Physiology 2 credits
Designed for the registered nurse student. Will explore recent physiological concepts to provide a foundation for further study. Topics may include cellular theory, cardiovascular physiology, neurophysiology, renal physiology, stress and immunity, infectious disease and the genetic basis of disease. Special attention given to the needs of the student; hence topics are expected to vary from year to year. Fall, as needed. (Course open to RN students only)

BIOL 141 & 142 Staff
***(E) General Biology** 9 credits
A comprehensive study of the nature of living organisms, both plant and animal, their structure, function, development and relationships, including the problems of development, heredity and evolution. 3 hours lecture, 3 hours lab each semester.

BIOL 195 Dr. Conway
Tropical Biology (O, P) 3 credits
Study of tropical communities with emphasis on the coral reef. Introduction to a variety of other tropical areas, such as sandy beaches, turtle grass beds, mangrove swamps, tide pools, rocky shores, and rainforests. Approximately 2 weeks will be spent at a biological station in the American tropics. Swimming proficiency required. Intersession only.

BIOL 196 (O, P) Dr. Conway
African Photo Safari 3 credits
Natural history of Eastern Equatorial Africa with special emphasis on the delicate ecological balance between plant and animal communities. The savannah plains, tropical mountain forests, northern frontier and Great Rift Valley will be visited for first-hand study of the tremendous diversity of fauna and flora. Intersession only.

BIOL 201 Dr. Kwiecinski
(E) Anatomy & Physiology 3 credits
(Prerequisite Biol 101) An introduction to the biochemical, cellular, tissue and organismal organization of selected body functions; structure in relation to function is emphasized. 3 hours lecture.

BIOL 202 Dr. McDermott
(E)The ABC's Of Genetics 3 credits
(Prerequisite: Biol. 101) Heredity for the non-science major, with emphasis on the human. Provides the background necessary for the non-scientist to understand his/her own hereditary background and to have informed opinions about societal issues related to genetics. Includes Mendelian, molecular, and population genetics, evolution, genetic diseases, genetic engineering, etc. 3 hours lecture.

BIOL 203 Dr. Hardisky
Horticulture 3 credits
The basics of plant growth and propagation. Topics include photosynthesis, water relations, nutrition, hormones, propagation, pathology and basic cultivation techniques. The laboratory will include plant anatomy, propagation and cultivation of ornamental plants and basic physiological experimentation. 2 hours lecture, 2 hours lab.

BIOL 210 Dr. McDermott
*** Introductory Medical Microbiology** 3 credits
(Pre- or co-requisites: Biol. 110-111; Chem. 110-111) Fundamentals of microbiology, including structure, function, identification, pathogenesis, epidemiology and control of microorganisms with emphasis on human pathogens. 2 hours lecture, 2 hours lab. Fall only.

BIOL 241 Fr. MacEntee
*** Comparative Vertebrate Anatomy (O)** 5 credits
(Prerequisite: Biol. 141-142) Structure and phylogeny of vertebrate organ-systems, emphasizing and comparing vertebrate structures in relation to their functions. Amphioxus, shark, necturus, and the fetal pig are subjected to detailed laboratory study. 3 hours lecture, 4 hours lab. Fall only.

BIOL 243 Fr. MacEntee
*** The Human Body (O)** 5 credits
(Prerequisites: Biol. 141-142) Structure and function of the principal organ systems in mammals emphasizing the human condition. The cat is subjected to detailed study in the laboratory. 3 hours lecture, 4 hours lab. Spring only.

BIOL 245 Staff
*** General Physiology (O)** 4 1/2 credits
(Prerequisites: BIOL 141-142, CHEM 112-113) Physiological processes underlying functioning of the animal organism. Study of irritability, excitation, conduction, contractility, cellular physiology, and functions of mammalian organ-systems. 3 hours lecture, 3 hours lab.

BIOL 250 Fr. Beining, Dr. Sulzinski
*** Microbiology (C, O, M)** 5 credits
(Prerequisite: BIOL 141-142, CHEM 112-113) Structure, function, growth, reproduction, heredity and relationships of bacteria, yeasts, molds, viruses; a brief survey of pathogens, life cycles of parasitic microzoa; introduction to disease and immunology. 3 hours lecture, 4 hours lab; not open to nursing majors.

BIOL 260 Dr. McDermott
Genetics (G) 4 1/2 credits
(Prerequisite: BIOL 141-142) Mendelian, cyto-, population and evolutionary, and basic molecular genetics; emphasis on eucaryotes. 3 hours lecture, 3 hours lab.

BIOL 263 Dr. Dwyer
*** Genetic Engineering** 5 credits
(Prerequisite: BIOL 141-2) Study of the nature and function of the gene with emphasis on the experimental evidence which gave rise to the present concepts of genetic engineering. Strong emphasis is placed on recombinant DNA techniques in both lecture and laboratory. 3 hours lecture, 3 hours lab.

BIOL 272 Dr. Voltzow
***Invertebrate Biology (O,P)** 5 credits
(Prerequisite: BIOL 141-142). Structure and function of the major groups of invertebrates with emphasis on their evolutionary relationships. Labs focus on the diversity of invertebrate forms and include field trips. 3 hours lecture, 3 hours lab. Fall – odd years.

BIOL 273 Dr. Voltzow
Marine Ecology (P) 3 credits
(Prerequisite: BIOL 141-142) Diversity of marine habitats and of the organisms that inhabit them. Lectures and discussion address the physical and biological factors that influence the distribution and ecology of organisms in the various marine environments, including intertidal, estuarine, benthic, coral reef, and open ocean communities. The effects of humans on the sea will be assessed. 3 hours lecture. Fall - even years.

BIOL 344 Fr. Beining
Principles of 4 1/2 credits
Immunology (C,O,M)
(Prerequisite: BIOL 250, strongly recommended for 344 lecture, required for 344 lab) The basic molecular, cellular and organismal aspects of the immune response, emphasizing chemical and functional bases of antigens and immunoglobulins, cellular and humoral response, tolerance, immune deficiency, hypersensitivity, autoimmunity, blood groups, transplantation. 3 hours lecture, 3 hours lab; lab should only be taken concurrently with lecture. Spring only.

BIOL 345 Dr. Anderson
Comparative Animal 3 credits
Physiology (P,O)
(Prerequisite: BIOL 245) The physiological principles involved in adaptations of animals to their environment from a comparative viewpoint; osmotic control, temperature regulation, nerve and muscle physiology, sensory perception, etc. 3 hours lecture. Fall – odd years.

BIOL 346 Dr. J. Carey
Endocrinology and 3 credits
Reproduction (C,O)
(Prerequisite: BIOL 245) The mammalian endocrine system; emphasis on molecular mechanisms of hormone action, feedback control of hormone production, integration with other physiological systems, and reproductive endocrinology. 3 hours lecture. Spring only.

BIOL 347 Dr. Conway
Exercise Physiology (O) 3 credits
(Prerequisite: BIOL 245) Study of the anatomical and physiological effects of exercise, centering around control of physical performance by capacity to generate energy through aerobic and anaerobic pathways; includes the effects of heredity, age, nutrition, training and environment on performance. Emphasizes the multidimensional role of exercise in weight control, cardiovascular fitness, stress management, fatigue, strength, etc. 3 hours lecture/demonstration. Spring - odd years.

BIOL 348 Dr. Adams
Neurophysiology (C, O) 4 1/2 credits
(Prerequisite: BIOL 245, or, for neuroscience majors, PSYCH 231) Study of the organization and function of the neuron, neural circuits, and the major sensory and motor components of the central nervous system; bioelectric phenomena, synaptic transmission; the neural basis for higher functions such as cognition, memory, and learning. 3 hours lecture; 3 hours lab. Lecture – Spring only; Lab – spring – even years.

BIOL 349 Dr. Hardisky
Plant Physiology (C, O, P) 5 credits
(Prerequisite: BIOL 141 or 101 or permission of instructor) Functional anatomy and physiology of plants, including structure, photosynthesis, respiration, mineral nutrition, water relations, productivity, growth and differentiation, transport, stress physiology, and energy flow. 3 hours lecture, 3 hours lab. Spring - odd years.

BIOL 350 Staff
*** Cellular Biology (C, M)** 5 credits
(Prerequisite: BIOL 141-142) Study of structure-function relationships in eukaryotic cells. Emphasis on cell membranes, cell organelles, cytoskeleton, and extracellular matrices. Regulation of cell proliferation, signaling, recognition/adhesion and motility will be examined, particularly as they relate to malignancy. Labs focus on experimental studies of cellular structure and function using techniques of modern cell biology. 3 hours lecture, 3 hours lab. Fall only.

BIOL 351 Staff
*** Developmental Biology (C, O, M)** 5 credits
(Prerequisite: BIOL 141-142) Development of vertebrates and invertebrates from gametogenesis through organogenesis. Emphasis on cellular and molecular mechanisms involved in differentiation, morphogenesis, and determination of the body plan. Labs focus on experimentation with living, developing organisms. 3 hours lecture, 3 hours lab. Spring only.

BIOL 352 Dr. Kwiecinski
*** Histology (C)** 5 credits
(Prerequisite: BIOL 141-142; strongly recommended: Biol. 241) Microscopic structure and function of the four basic vertebrate tissues. Emphasis will be placed on mammalian tissues. Lectures include historical, theoretical and practical perspectives. Laboratories include examination of tissues through the use of loan sets of slides as well as demonstrations and exercises in basic preparation of tissues for microscopic examination. 3 hours lecture, 4 hours lab. Fall only.

BIOL 354 Dr. Kwiecinski
Special Histology: Organology (C, O) 5 credits
(Prerequisites: CHEM 232-233; BIOL 352) Microscopic recognition and functional correlations of the major vertebrate organ systems. Enrollment is limited to preserve informal and flexible working conditions appropriate to advanced histological work. This course is customized to the participants' needs. Options include in-depth training in techniques or in-depth analysis of a particular organ system. 2 hours lecture, 5 hours lab. Spring only.

BIOL 358 Dr. Adams
Cellular and Molecular Neurobiology (C, M) 3 credits
(Prerequisites: BIOL 141-142) Introduces biology and neuroscience majors to the cellular and molecular biology of the vertebrate nervous system. Includes ion channel structure and function, synthesis, packaging and release of neurotransmitters, receptor and transduction mechanisms, intracellular signalling, cell-to-cell communication, glial cell function, and neural growth and development. 3 hours lecture. Fall only.

BIOL 361 Dr. Dwyer
*** Molecular Biology I (M)** 5 credits
(Prerequisites: BIOL 141-142, CHEM 232-233) Structure and function of prokaryotic cells from a molecular viewpoint. Study of biomacromolecule structure and function; bacterial DNA replication, transcription, translation and how these processes are regulated. 3 hours lecture, 3 hours lab; Fall only.

BIOL 362 Dr. Dwyer
Molecular Biology II (M, G) 5 credits
(Prerequisite: BIOL 361 or CHEM 350 and CHEM 351) The structure and function of eucaryotic cells and organisms from a molecular viewpoint. Study of eucaryotic genome and gene organization, DNA packaging and replication, RNA transcription and splicing, translation into proteins and how these processes are regulated. Discussion of HIV, cancer, and evolution on the molecular level. 3 hours lecture, 3 hour lab optional; Spring only.

BIOL 364 Dr. Sulzinski
*** Virology (M)** 5 credits
(Prerequisites: BIOL 141-142; CHEM 232-233) A detailed survey of viruses important to animals and plants, including structure, replication, pathogenicity and diagnostic techniques. Strong emphasis is placed on the molecular biology of viruses in both lecture and lab. 3 hours lecture, 3 hours lab; Fall only.

BIOL 370 Dr. M. Carey
Animal Behavior (P, O) 41/2 credits
(Prerequisite: BIOL 141-142) Classification of behavior types, development, functional advantages and evolution of behavior, and social and physiological aspects studied in lower and higher organisms. 3 hours lecture, 2 hours lab. Spring only. The laboratory is writing intensive(W).

BIOL 371 Dr. Townsend
Ecology (P) 5 credits
(Prerequisites: BIOL 141-142) Study of physical, chemical, and biological factors that influence the distribution and abundance of organisms and determine the relationships among organisms from the population to the ecosystem level. 3 hours lecture, 3 hours lab; Fall only.

BIOL 372 Dr. Townsend
Vertebrate Biology (O, P) 5 credits
(Prerequisite: BIOL 141-142) A survey of vertebrates, covering functional morphology, behavior, ecology, paleontology, and systematics using a comparative approach to vertebrate evolution and diversity. Laboratory will involve both study of preserved material and field experiences in behavior and ecology of local vertebrates. 3 hours lecture, 3 hours lab.

BIOL 375 Dr. M. Carey
Evolution (G, P) 3 credits
(Prerequisites: BIOL 141-142) A consideration of the theories of evolution and evidences for them in plants and animals. Population genetics and the adaptiveness of various organic traits will be discussed. 3 hours lecture; Fall only.

BIOL 379 Dr. Townsend
Biostatistics 3 credits
(Prerequisite: MATH 103) Data analysis and statistical techniques in biology and medicine; probability and frequency distributions, descriptive statistics, hypothesis testing, and various parametric and nonparametric statistical tests. Course will involve use of one or more computerized statistical programs. 3 hours lecture; Spring only.

BIOL 384 Staff
Special Topics in Biology 2-4 credits
Study of selected topics in biology, varying from year to year based on student/faculty interest and current research advances. May include such topics as sensory reception, membrane biology, population genetics, etc.

BIOL 393-394 Staff
Undergraduate Research Variable credit
(Prerequisite: 12 credits in Biology) Individual problems for advanced students with sufficient background in biological and physical sciences. Subject time and credit arranged individually.

BIOL 445 Dr. Kwiecinski
Mammalian Physiology (C, O) 3 credits
(Prerequisites: BIOL 245 and CHEM 232-233) Molecular, cellular, and tissue aspects of selected organ systems not normally covered in General Physiology, including calcium and skeletal homeostatic systems, integumentary system, gastrointestinal system, and aspects of nervous (e.g., sense organs), endocrine, reproductive, and lymphatic systems. 3 hours lecture.

BIOL 446 Dr. Sweeney
Cardiovascular Physiology (O) 3 credits
(Prerequisites: BIOL 245 and Physics 121 or 141) The physiological and biophysical bases of cardiovascular function; including cardiac electrophysiology and mechanics; regulation of the heart and the peripheral circulation; hemodynamics; solute and fluid exchange; and cell-cell interactions governing white blood cell transit. Special circulations will highlight the role of cardiovascular regulation in overall physiological function. 3 hours lecture.

BIOL 450 Dr. Anderson
*** Electron Microscopy (C)** 5 credits
(Prerequisites: BIOL 141-142) Introduction to the mechanics of the electron microscope with emphasis on standard laboratory techniques, including preparation of materials, sectioning, viewing and photographic analysis. 1 hour lecture, 6 hours lab; Fall – even years.

BIOL 471 Staff
Applied Ecology (P) 3 credits
(Prerequisites: BIOL 371) The application of ecological principles and concepts to environmental problems; including consideration of their origins, effects on living systems, and potential solutions. Consideration of such issues as biodiversity, habitat degradation and loss, conservation biology, ecosystem management, wildlife ecology, agroecology, pollution, and global climate change. 3 hours lecture.

BIOL 472 Dr. Hardisky
Systems Ecology (P) 3 credits
(Prerequisite: BIOL 371) The study of ecosystem dynamics and their relationship to the functioning of the biosphere. A quantitative approach to ecosystem structure and function emphasizing the use of simulation and conceptual models. The course will involve opportunities to construct and test simulation models. 3 hours lecture. Spring – even years.

BIOL 473 Dr. Hardisky
Estuarine Ecology (O, P) 5 credits
(Prerequisites: BIOL 141 or 101 or permission of instructor) The ecology of marine and estuarine systems, including soil chemistry, halophyte physiology, tidal marsh ontogeny, ecosystem function and the consequences of human alteration of the coastal zone. Lab includes a mandatory weekend in Lewes, DE. 3 hours lecture, 3 hours lab. Fall only.

The environmental science program, an interdisciplinary program involving both biology and chemistry, gives students a variety of research opportunities in the field.

CHEMISTRY

DR. HART, *Chairperson*

The department offers five majors: Chemistry, Biochemistry, Chemistry-Business, Chemistry-Computers, and Medical Technology. The program in Chemistry is approved by the American Chemical Society, which means that graduates may be certified by the American Chemical Society if they meet the requirements. In addition, outstanding students in the chemistry and biochemistry majors are eligible for consideration in the Combined Baccalaureate/Master's Degree program (please refer to the section on The Graduate School, page 269, and to the Graduate School Catalog for specifics of the program). The strength of the department is indicated by the fact that the University of Scranton has been one of the leading schools in the country in the number of master's degrees awarded in chemistry.

The prestige of the department is also demonstrated by a study of the office of institutional research at Franklin and Marshall College which ranked the University of Scranton 34th out of 917 private, four-year, primarily undergraduate colleges as the baccalaureate source of those earning Ph.D.'s in chemistry between 1981 and 1990.

Recent graduates of the department have been admitted to doctoral programs at a number of major universities including Harvard, Cornell, Johns Hopkins and the University of Pennsylvania. In addition some graduates have attended medical and dental schools, and some have gone on to law school.

CHEMISTRY

	Dept.and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE NSCI)	CHEM 112-113	General Analytical Chem. I-II	4½	4½
COGNATE (GE QUAN)	MATH 114-221	Analysis I-II	4	4
GE SPCH-WRTG	WRTG 107-COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Comp. & Info. Literacy	3	
GE T/RS-PHIL	T/RS 121-PHIL 120	Theology I-Intro Phil	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
			18½	17½
		SECOND YEAR		
MAJOR	CHEM 232-233	Organic Chemistry I-II	4½	4½
MAJOR	CHEM 240	Inorganic Chemistry		3
COGNATE	MATH 222[1]	Analysis III	4	
COGNATE	PHYS 140-141	Elements of Physics	4	4
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE ELECT	CMPS 134	Computer Science I		3
GE PHED	PHED ELECT	Physical Education	1	
			16½	17½
		THIRD YEAR		
MAJOR	CHEM 330	Organic Chem. III	5	
MAJOR	CHEM 370	Instrumental Analysis		5
MAJOR	CHEM 362-363	Physical Chem. I-II	4½	4½
MAJOR	CHEM 390-391	Chem. Literature-Seminar	1	1
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE S/BH	S/BH ELECT	Social Behavioral Electives	3	3
GE PHED	PHED ELECT	Physical Education Electives	1	1
			17½	17½
		FOURTH YEAR		
MAJOR	CHEM 440-440L	Adv. Inorganic Chem.-Lab	3	1½
MAJOR	CHEM 493-494	Undergraduate Research	1½	1½
MAJOR	CHEM ELECT	Chem Elec.-300 Level or above	3	
GE T/RS or PHIL	T/RS or PHIL	Elective		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	ELECT	Free Electives	3	6
			13½	12

TOTAL: 130½ Credits

[1] For ACS certification, Chemistry majors must complete Math 222, Math 341, and two upper-division chemistry electives.

The MINOR in Chemistry will include the following requirements: Organic Chemistry (6 credits), Physical Chemistry (6 credits), and a chemistry laboratory course (3 credits).

BIOCHEMISTRY

The Bachelor of Science program in Biochemistry is based on the chemistry program and includes courses in general biology and advanced biochemistry. Students will use cognate electives to choose additional courses in biology, chemistry, computer science, mathematics or physics according to their personal interests.

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE NSCI)	CHEM 112-113	General Analytical Chem. I-II	4 ½	4 ½
COGNATE (GE QUAN)	MATH 114	Analysis I	4	
COGNATE	BIOL 141-142	General Biology I-II	4 ½	4 ½
GE SPCH-WRTG	WRTG 107 - COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Computer and Info. Literacy		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education Elective		1
			17	16
		SECOND YEAR		
MAJOR	CHEM 232-233	Organic Chemistry I-II	4 ½	4 ½
MAJOR	CHEM 240	Inorganic Chemistry		3
COGNATE	PHYS 120-121[2]	General Physics	4	4
GE ELECT	CMPS 134	Computer Science I	3	
GE T/RS	T/RS 121	Theology I	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHED	PHED ELECT	Physical Education Electives	½	½
			18	18
		THIRD YEAR		
MAJOR	CHEM 330	Organic Chemistry III	3 ½	
MAJOR	CHEM 370	Instrumental Analysis		5
MAJOR	CHEM 360-361	Biophysical Chemistry I-II	4 ½	4 ½
MAJOR	CHEM 390-391	Chemistry Literature-Seminar	1	1
GE ELECT	COGNATE ELECT[1]	Cognate Electives (210 level or above)	3	
GE T/RS	T/RS 122	Theology II	3	
GE PHIL	PHIL 210	Ethics		3
GE S/BH	S/BH ELECT	Social-Behavioral Electives	3	3
GE PHED	PHED ELECT	Physical Education Elective		1
			18	17 ½
		FOURTH YEAR		
MAJOR	CHEM 450-451	Biochemistry I-II	3	3
MAJOR	CHEM 450L	Biochemistry Lab	1 ½	
MAJOR	CHEM 493-494	Undergraduate Research	1 ½	1 ½
GE T/RS or PHIL	T/RS or PHIL	Elective	3	
GE HUMN	HUMN ELECT	Humanities	3	3
GE ELECT	COGNATE ELECT[1]	Cognate Elective (210 level or above)		3
GE ELECT	ELECT	Free Elective		3
			12	13 ½

TOTAL: 130 Credits

[1] Cognate electives for the biochemistry major may be taken in any of the following disciplines: biology, chemistry, computer science, environmental science, mathematics, physics and certain psychology courses.

[2] For ACS certification, Biochemistry majors must take MATH 114, 221, 222, 341; PHYS 140-141 in place of PHYS 120-121; and CHEM 440 and 440L.

The **MINOR** in Biochemistry will include the following requirements: Organic Chemistry (6 credits), Biochemistry (3 credits), Biophysical Chemistry (3 credits) and chemistry laboratory (3 credits).

CHEMISTRY-BUSINESS

The Chemistry-Business major combines theoretical and technical instruction in chemistry with management training in business. Graduates of this program will be concerned not only with chemical research and technological development but also with management problems in science-related industries.

Most chemistry majors tend to be research-oriented although almost half of the approximately 100,000 chemists employed in American private industry are engaged in work other than research and development: management, marketing and sales. This combined degree was formulated to prepare chemists to assume these latter responsibilities.

From the point of view of the business student, almost one-third of all business graduates can expect to be employed in a chemistry related field: pharmaceuticals, plastics, petroleum, etc. Most business majors employed in such industries must develop, often on their own, the technical knowledge needed to understand their company's operations and products. A fundamental background in chemistry as provided in this concentration is a distinct advantage to individuals planning such a career.

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
MAJOR (GE NSCI)	CHEM 112-113	General Analytical Chem. I-II	4/	4/
COGNATE (GE QUAN)	MATH 103-114 or 114-221	Pre-Calc.-Analysis I or Analysis II	4	4
COGNATE (GE S/BH)	ECON 153-154	Prin. of Micro. & Macro. Econ.	3	3
GE SPCH-WRTG	WRTG 107-COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Computer Literacy		3
GE FSEM	INTD 100	Freshman Seminar	1	
			15/	17/
		SECOND YEAR		
MAJOR	CHEM 232-233	Organic Chemistry I-II	4/	4/
MAJOR	ACC 253-254	Financial-Managerial Acctg.	3	3
GE ELECT	ELECT	Free Elective		3
GE T/RS	T/RS 121-122	Theology I & II	3	3
GE PHIL	PHIL 120	Intro. to Philosophy	3	
GE HUMN	FOR LANG	Elective	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			17/	17/
		THIRD YEAR		
MAJOR	CHEM 320-391	Industrial Chem. I-Chem. Seminar	3	1
MAJOR	MGT 351-352	Principles of Management I-II	3	3
MAJOR	MKT 351	Intro. to Marketing	3	
MAJOR	FIN 351	Intro. to Finance		3
COGNATE	CMPS 330	Information Systems	3	
COGNATE	MATH 204	Special Topics in Statistics		3
GE ELECT	CHEM ELEC	Chem. (210 level or above)		3
GE PHIL-T/RS or PHIL	PHIL 210-ELECT	Ethics-Elective	3	3
GE PHED	PHED ELECT	Physical Education Elective	1	
			16	16
		FOURTH YEAR		
MAJOR	OIM 351-OIM 352	Intro. to Mgt. Science-Op Mgt	3	3
MAJOR	MGT 251	Legal Environment of Business	3	
COGNATE	PHYS 120-121	General Physics	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	ELECT	Electives	3	6
			15	15

TOTAL: 130 Credits

The Department recommends foreign language.

CHEMISTRY-COMPUTERS

The program Chemistry-Computers is designed to provide a vehicle for preparing students in the area of intensive computer use in the field of chemistry. The use of computers has long been important in chemistry, but in recent years areas such as molecular modeling and design have become increasingly important. Drug companies use these techniques for the design of drugs for particular medical problems. In addition, most of the modern analytical instruments are highly enhanced by on-line computer processing of data. This program is designed to enable students to enter industry or graduate programs in areas such as computational chemistry, chemical information retrieval, or molecular design.

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE NSCI)	CHEM 112-113	General Analytical Chem . I-II	4	4
MAJOR	CMPS 134-144	Computer Science I-II	3	4
COGNATE (GE QUAN)	MATH 142-114	Discrete Structures-Analysis I	4	4
GE WRTG-SPCH	WRTG 107-COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Computer and Information Literacy	3	
GE T/RS	T/RS 121	Theology I		3
GE FSEM	INTD 100	Freshman Seminar	1	
			18	18
		SECOND YEAR		
MAJOR	CHEM 232-233	Organic Chemistry I-II	4	4
MAJOR	CMPS 240-250	Data Struct.-Mach. Org.	3	3
COGNATE	MATH 221-222	Analysis II-III	4	4
COGNATE	PHYS 140-141	Elements of Physics	4	4
GE T/RS-PHIL	T/RS 122-PHIL 120	Theology II-Intro. Phil.	3	3
			18	18
		THIRD YEAR		
MAJOR	CHEM 370	Instrumental Analysis		5
MAJOR	CHEM 362-363	Physical Chemistry I-II	3	3
MAJOR	CHEM 390-391	Chemistry Literature-Seminar	1	1
MAJOR	CMPS 352	Operating Systems	3	
COGNATE	MATH 341	Differential Equations		4
GE PHIL	PHIL 210	Ethics	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE S/BH	S/BH ELECT	Social Behavioral Elective	3	
PHED	PHED ELECT	Physical Education Electives	1	1
			17	17
		FOURTH YEAR		
MAJOR	CHEM 493-494	Undergraduate Research	1	1
GE ELECT	CHEM or CMPS ELECT	Chem. Cmps. Elec.-300 Level or above	3	3
GE T/RS or PHIL	TR/S or PHIL	Elective	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE S/BH	S/BH ELECT	Social Behavioral Elective		3
GE ELECT	ELECT	Free Electives	3	3
GE PHED	PHED ELECT	Physical Education Elective	1	
			14	13

TOTAL: 136 Credits

B.S. IN MEDICAL TECHNOLOGY

The Bachelor of Science in Medical Technology degree program, under the direction of Dr. Michael Cann, is designed to train and qualify students as medical technologists or clinical laboratory scientists serving hospitals, clinical laboratories, industrial or research institutions. The program meets and exceeds the requirements of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The program involves the satisfactory completion of the first three years of a curriculum of study (indicated below) at the University of Scranton and the fourth year of clinical education at a hospital having a School of Medical Technology approved by NAACLS. After completing the program, students take a national certification examination. To date the University has arranged affiliation with hospitals in the cities of Allentown, Abington, Danville, Williamsport, Wilkes-Barre, and Scranton. See affiliations at the end of this Bulletin.

The curriculum for the BSMT closely parallels the B.S. in Biochemistry program so that students have the option to change to the latter after two years, should their career goals change.

	Dept. and No.	Descriptive Title of Course	Credits	
		FIRST YEAR	FALL	SPRING
MAJOR (GE NSCI)	CHEM 112-113	Gen. Analytical Chem. I-II	4½	4½
COGNATE (GE QUAN)	MATH 103-114	Pre-Calculus, Analysis I	4	4
GE ELECT	BIOL 141-142	General Biology I-II	4½	4½
GE SPCH	COMM 100	Public Speaking		3
GE C/IL	C/IL 102	Comp. & Info. Literacy	3	
GE FSEM-PHED	INTD 100-PHED	Freshman Seminar-Phed	1	1
			17	17
		SECOND YEAR		
MAJOR	CHEM 232-233	Organic Chem. I-II	4½	4½
GE ELECT	BIOL 250-245	Microbiology-Physiology	5	4½
GE T/RS	T/RS 121-122	Theology I-II	3	3
GE PHIL	PHIL 120	Intro. to Philosophy	3	
GE WRTG	WRTG 107	Composition	3	
GE S/BH	S/BH ELECT	Social-Behavioral Elective		3
GE HUMN	HUMN ELECT	Humanities Elective		3
			18½	18
		THIRD YEAR		
MAJOR	CHEM 350	Intro. to Biochemistry	3	
MAJOR	CHEM 370	Instrumental Analysis		5
COGNATE	BIOL 344	Immunology		3
GE PHIL-PHIL or T/RS	PHIL 210-PHIL orT/RS	Ethics-Elective	3	3
GE HUMN	HUMN ELECT	Humanities Electives	6	3
GE S/BH	SOC/BH ELECT	Social-Behavioral Elective	3	
GE PHED	PHED ELECT	Physical Education	1	1
			16	15
		FOURTH YEAR		
MAJOR		Clinical Education		
MAJOR		Clinical Microbiology		
MAJOR		Clinical Chemistry		
MAJOR		Clinical Hematology/Coagulation		
MAJOR		Clinical Immunohematology		
MAJOR		Clinical Immunology/Serology		
MAJOR		Clinical Seminar		
			16	16

TOTAL: 133 ½ credits

N.B. There is a $125 Clinical Year Fee charged for each semester of senior year to cover University administrative cost. The student is not, however, charged University tuition for the credits earned in senior year. Some hospitals may charge their own fees. The department has an outstanding record in having its students accepted into medical technology programs. It should be clear, however, that admission to clinical education is competitive and dependent on the student's academic record and success in the interview. The hospital is responsible for selection. A delay in beginning the clinical education may delay a student's graduation. Credits for senior year courses vary from 28 to 32 depending on the hospital. Course titles in that year may also vary.

In cases where a student withdraws from a chemistry lecture course, the student must also withdraw from the corresponding laboratory course unless a written waiver is provided by the department.

C/CJ 200 Dr. Vinson
Forensic Science 3 credits
Designed for law enforcement majors as well as science majors, this is a study of the rules of evidence and the position of the expert scientific witness in law, followed by a review of the uses of scientific, and particularly chemical, evidence in various phases of the investigation and trial of criminal actions.

CHEM 100 Staff
(E)Elements of Chemistry 3 credits
An elementary study of the field of chemistry for the non-science major; concepts of structure, states of matter, modern developments, implications of the field for modern society. 3 hours lecture.

CHEM 104 Staff
(E)Science and Society 3 credits
A study of some current problems of a scientific and technological nature from the point of view of the non-science major. Scientific background will be provided to lead to greater understanding and possible solutions. Possible topics: energy, genetic engineering, narcotics, pesticides, etc. 3 hours lecture.

CHEM 110-111 Staff
Introductory Chemistry 6 credits
A study of the fundamental concepts of general chemistry, organic chemistry, and biochemistry. Laboratory work emphasizes skills and procedures relevant to the living system. 3 hours lecture each semester. Chemistry 110 satisfies NS I and NS II (E) and Chemistry 111 satisfies NS I.

CHEM 110L-111L Staff
Introductory Chemistry Laboratory 2 credits
(Lecture is required as pre- or corequisite; CHEM 110L is prerequisite for CHEM 111L) Experiments dealing with principles of general, organic and biological chemistry are performed. 2 hours laboratory each semester.

CHEM 112-113 Staff
(E)General and Analytical Chemistry 6 credits
A study of the laws, theories and principles of general chemistry together with qualitative and quantitative analysis. 3 hours lecture each semester.

CHEM 112L-113L Staff
General and Analytical Chemistry Laboratory 3 credits
(Lecture is required as pre- or corequisite; CHEM 112L is prerequisite for CHEM 113L) Experiments involve semi-micro techniques for qualitative and quantitative analysis (gravimetric and volumetric analysis). 3 hours laboratory each semester.

CHEM 114 Staff
General Analytical Chemistry Laboratory 2 credits
A special laboratory course for those students who are advanced in chemistry. The laboratory work covers semi-micro techniques of gravimetric and volumetric quantitative analysis. Admission to this course will be on the basis of a placement exam and the professor's permission. 4 hours laboratory. Note: For students with majors in the chemistry and biology departments this course will satisfy the requirements for the Chemistry 112 - 113 laboratory courses.

CHEM 232-233 Staff
(A)Organic Chemistry 6 credits
(Prerequisites CHEM 112-113) An introduction to the chemistry of the principal aliphatic and aromatic compounds of carbon and their derivatives. 3 hours lecture each semester.

CHEM 232L-233L Staff
Organic Chemistry Laboratory 3 credits
(Lecture is required as pre- or corequisite; CHEM 232L is prerequisite for CHEM 233L) Investigation of the chemical preparations and syntheses of major organic functional groups. 3 hours laboratory each semester.

CHEM 240 Dr. Marx
Inorganic Chemistry 3 credits
(Prerequisite CHEM 113) Descriptive chemistry of main group and selected transition elements and their compounds correlated with the periodic table, physical properties, atomic and molecular structure.

CHEM 320 Dr. Dickneider
Industrial Chemistry 3 credits
A review of chemical operations and unit or batch processes common to the industry. Econometric analysis involving supply-demand, productivity, commodity prices and costing is an important area covered as are measures of productivity and patent activity. 3 hours lecture.

CHEM 330 Drs. Cann, Dickneider
Organic Chemistry III 2 credits
(Prerequisites: CHEM 232-233) A continuation of Chemistry 232-233, emphasizing the study of the major types of organic mechanisms. 2 hours lecture.

CHEM 330L Staff
Organic Chemistry III 1.5 - 3 credits
(Lecture is required as pre- or corequisite) Experiments involve advanced techniques in synthesis and characterization of organic compounds. 6 hours laboratory for chemistry majors and 3 hours laboratory for biochemistry majors.

CHEM 340 Staff
Environmental Chemistry 3 credits
(Prerequisite: CHEM 232-233) A study of chemicals in the environment including their origin, transport, reactions, and toxicity in soil, water, air and living systems.

CHEM 342 Staff
Environmental Toxicology 3 credits
(Prerequisite: CHEM 232-233, BIOL 141-142) This course will encompass several realms of environmental toxicology, including general toxicological theory, effects of contaminants on various biological systems, and discussion of environmental toxicological issues (i.e., specific case studies as well as the types of analyses used in these types of studies).

CHEM 344 Staff
Environmental Geochemistry 3 credits
(Prerequisite: CHEM 232-233) A consideration of the natural cycles (carbon, sulfur, oxygen, water, etc.) that govern the chemistry of our planet. Also considered will be the origins of the elements and the origin, paleohistory, and composition of the planet itself. The effect of man's activities in natural resource use, ozone depletion, greenhouse gas production, and fossil fuel production and use will be examined in detail, with particular attention to their effects on the state of the oceans and the atmosphere.

CHEM 350 Dr. Wasilewski
General Biochemistry I 3 credits
(Prerequisites: CHEM 233) An introduction to the study of biochemistry. A study of the chemical nature of lipids, carbohydrates, proteins, nucleic acids and enzymes including relationships among vitamins, hormones, and inorganic compounds. 3 hours lecture. Successful completion of Chem 350 precludes credit for Chem 450.

CHEM 351 Dr. Wasilewski
General Biochemistry II 3 credits
(Prerequisite: CHEM 350) An introduction to the study of the metabolism of carbohydrates, lipids, amino acids, and proteins, including energy transformations and the role of enzyme systems in the above processes. 3 hours lecture. Successful completion of Chem 351 precludes credit for Chem 451.

CHEM 352 Staff
Chemical Toxicology 3 credits
(Prerequisite: CHEM 233) The nature, mode of action and methods of counteracting substances which have an adverse effect on biological systems, especially human. Medical, industrial and environmental forensic aspects will be discussed. 3 hours lecture.

CHEM 360 Drs. Baumann, Hart
Biophysical Chemistry I 3 credits
(Prerequisite: CHEM 232-233) An introduction to the application of physical-chemical principles to biological problems. This involves aqueous solutions, colloidal chemistry, thermodynamics, electro-chemistry, chemical kinetics and nuclear chemistry. 3 hours lecture.

CHEM 361 Drs. Baumann, Hart
Biophysical Chemistry II 3 Credits
(Prerequisite CHEM 360) A continuation of Biophysical Chemistry I involving a study of atomic and molecular structure, spectroscopy, photo-chemistry, and surface chemistry with applications to biological and biochemical phenomena. 3 hours lecture.

CHEM 360L-361L Staff
Biophysical Chemistry Laboratory 3 Credits
(Lecture is required as pre- or corequisite; CHEM 360L is prerequisite for CHEM 361L) Experiments involve applications of physical-chemical techniques to biological problems. 3 hours laboratory each semester.

CHEM 362-363 Drs. Baumann, Hart
Physical Chemistry I - II 6 credits
(Prerequisites: CHEM 113, MATH 222) A study of the physical-chemical properties of matter and the dynamics of chemical reactions. 3 hours lecture each semester.

CHEM 362L-363L Staff
(W)Physical Chemistry Laboratory 3 credits
(Lecture is pre- or corequisite; CHEM 362L is prerequisite for CHEM 363L) Experiments demonstrate physical-chemical properties of matter and reactions. 3 hours laboratory each semester.

CHEM 370 Drs. Vinson, Sherman
Instrumental Analysis 2 credits
(Prerequisite: CHEM 360 or 362) Instrumental methods of analysis consisting of theory and application of such instrumental techniques as spectroscopy, polarography, and instrumental titrimetry. 2 hours lecture.

CHEM 370L Staff
Instrumental Analysis Laboratory 3 credits
(Lecture is required as pre- or corequisite) Experiments involve application of modern chemical instrumentation and techniques to quantitative analysis. 6 hours laboratory.

CHEM 384 Staff
Special Topics in Chemistry 2-4 credit
Study of selected topics in chemistry and biochemistry, depending on student and faculty interest and the current state of the science. It may include topics from inorganic chemistry, organic chemistry, physical chemistry, analytical chemistry, polymer chemistry and interdisciplinary topics.

CHEM 390 Dr. Cann
Chemical Literature and Writing 1 credit
A study of the published source material of chemical science and industry. The course includes practical instruction in library technique and in the written reporting of results. 1 hour lecture.

CHEM 391 Staff
Seminar 1 credit
Current topics in chemistry, biochemistry, and industrial chemistry are prepared and presented by the students.

CHEM 440 Dr. Marx
Advanced Inorganic Chemistry 3 credits
(Prerequisites: CHEM 362-363 or 360-361) Theoretical concepts and their application to the reactions and structure of inorganic compounds. Coordination chemistry and related topics, physical methods and reaction mechanisms. 3 hours lecture.

CHEM 440L Staff
Advanced Inorganic Chemistry Laboratory 3 credits
(Lecture is required as pre- or corequisite) Laboratory methods involving synthesis and characterization of inorganic compounds are developed. 3 hours laboratory.

CHEM 450 Dr. Wasilewski
(W)Biochemistry I 3 credits
(Pre or corequisites: CHEM 233 and 360 or 362) Structure-function relationships with emphasis on the organic and biophysical characteristics of proteins, lipids and carbohydrates are described. Enzyme mechanisms and kinetics and the thermodynamic basis of intermediary metabolism are major themes. 3 hours lecture. CHEM 450L Lab required of biochemistry majors. Successful completion of CHEM 450 precludes credit for CHEM 350.

CHEM 450L Staff
(W)Biochemistry Laboratory 3 credits
(Lecture is required as pre- or corequisite) Experiments involve techniques used in characterization of biopolymers and study of enzyme kinetics.

CHEM 451 Dr. Wasilewski
Biochemistry II 3 credits
(Prerequisite: CHEM 450) The discussion of intermediary metabolism is continued from Chem 450 with emphasis on lipid protein and nucleic acid metabolism. Chemical aspects of molecular biology, including DNA replication, gene regulation and protein biosynthesis are included. 3 hours lecture. Successful completion of CHEM 451 precludes credit for CHEM 351.

CHEM 452 Dr. Wasilewski
Enzymology 3 credits
A course in the chemical nature of enzymes with relation to mechanism of enzyme action and kinetics, purification and identification of enzymes and isoenzymes, biochemical and physiological aspects of enzymes in living systems. 3 hours lecture.

CHEM 460 Drs. Baumann, Hart
Physical Chemistry III 3 credits
(Prerequisite: CHEM 363) Quantum mechanics and quantum chemistry, including classical problems, perturbational theory, variational theory and specific applications of molecular orbital theory to organic molecules and spectroscopic applications.

CHEM 464 Drs. Hart, Narsavage
Polymer Chemistry 3 credits
(Co-requisites: CHEM 330; CHEM 361 or 363) Survey of preparative methods for polymers; characterization of polymers using physico-chemical methods, spectroscopy, and thermal analysis; structure-property relationships; and applications of polymers. 3 hours lecture.

CHEM 464L Drs. Hart, Narsavage
Polymer Chemistry Laboratory 1.5 credits
(Pre - or Co-requisite: CHEM 330; CHEM 464) Laboratory experiments investigate synthesis and characterization methods for polymers, structure-property effects, and thermal analysis of polymers. 3 hours laboratory.

CHEM 493-494 Staff
(W)Undergraduate Research 3 credits
(Prerequisite: CHEM 233, 360 or 362, 390) Individual study and research in connection with a specific chemistry or biochemistry problem. Results must be written as a thesis and defended before the department. 1.5 credits each semester.

NSCI 103 Dr. Vinson
(A, W)The Ascent of Man 3 credits
Science and technology from the ancient Greeks to the present will be discussed from the personal viewpoint of the scientists and inventors. Lectures will be supplemented by films, demonstrations, and field trips. 3 hours lecture.

Joan M. Wasilewski, Ph.D., associate professor of chemistry, instructs students on the use of a nuclear magnetic resonance spectrometer.

COMMUNICATION

DR. GERMEROTH, *Chairperson*

The Department of Communication embraces the fields of broadcasting (radio and television), cable, film, journalism, advertising, public relations, and speech. Although the media are interrelated, students may concentrate in one of these fields. Some students, however, will seek a mixture or subspecialty which combines study in several Communication areas. The department will adapt each student's curriculum to his or her goals, and for this reason individual student advising by the Communication faculty is a high priority.

Students who major in Communication become knowledgeable about the subject matter from both humanistic and scientific perspectives. They also have several opportunities to acquire on-the-job experiences through departmental internships, as well as individualized study available through faculty directed projects and theses. A Communication degree program prepares students for professional careers and advanced studies. In addition, courses are designed to serve students in other departments of the University by developing their oral and written communication skills.

A student wishing to earn a B.A. degree in Communication must satisfactorily complete a minimum of 36 semester hours from the Department of Communication course offerings. Included among these 36 hours are six core courses which are required for all Communication majors.

DEGREE OFFERINGS AND REQUIREMENTS

A minimum of 36 hours in Communication subjects, including the following six required core courses:

Comm 110	Interpersonal Communication
Comm 120	Mass Communication
Comm 210	Logical and Rhetorical Analysis
Comm 220	Responsibility in Communication
Comm 310	Mass Communication Law
Comm 410	Communication Theory and Research

Electives may be selected from the following courses without necessarily concentrating in one area:

Advertising/Public Relations

Comm 225	Advertising	Comm 325	Advertising Copywriting
Comm 226	Writing for Public Relations	Comm 327	Public Relations Cases
Comm 227	Public Relations	Comm 380	Advertising Practicum
Comm 312	Organizational Communication		

Broadcasting/Film

Comm 232	Film History	Comm 426	International Broadcasting
Comm 331	Mass Media Management	Comm 427	International Film
Comm 332	Documentary Film	Comm 432	Film Theory and Criticism
Comm 334	Broadcast Programming	Comm 433	Television Criticism
Comm 425	Cable Television		

Communication Studies

Comm 211	Argumentation and Debate	Comm 313	Nonverbal Communication
Comm 214	Small Group Communication	Comm 326	Political Advertising
Comm 231	Communication and Socialization	Comm 411	Persuasion and Propaganda
Comm 311	Political Communication	Comm 416	Philosophy of Communication

Journalism

Comm 223	Radio Journalism	Comm 324	Advanced Newswriting
Comm 224	Newswriting	Comm 328	News Editing
Comm 323	Television Journalism	Comm 329	Graphics

Radio/TV Production

Comm 221	Radio Production	Comm 322	Advanced Television Production
Comm 222	Television Production	Comm 422	Educational Television
Comm 321	Advanced Radio Production	Comm 480	Television Practicum

COMMUNICATION

	Dept. and No.	Descriptive Course Title	Credits FALL	SPRING
		FIRST YEAR		
MAJOR	COMM 110-120	Interpersonal/Mass Communication	3	3
COGNATE	COGNATE ELECT	Cognate Elective		3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking - Composition	3	3
GE C/IL	C/IL 102	Computer & Information Literacy	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Philosophy/Theology I	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
MAJOR	COMM 210	Logical & Rhetorical Analysis	3	
MAJOR	COMM 220	Responsibility in Communication		3
MAJOR	COMM ELECT	Communication Electives	3	3
COGNATE	COGNATE ELECT	Cognate Electives	3	3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics/Theology II	3	3
GE QUAN-S/BH	QUANT-S/BH ELECT	Quantitative-S/BH Science	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	COMM 310/ELECT	Mass Communication Law/Comm. Elective	3	3
MAJOR	COMM ELECT	Communication Electives	3	3
COGNATE	COGNATE ELECT	Cognate Electives	3	3
GE PHIL or T/RS-HUMN	ELECT	Phil.-T/RS / Humanities Electives	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE ELECT	ELECT	Free Electives	3	3
			18	18
		FOURTH YEAR		
MAJOR	COMM 410	Comm Theory & Research	3	
MAJOR	MAJOR ELECT	Communication Elective		3
COGNATE	COGNATE ELECT	Cognate Electives	3	6
GE HUMN-S/BH	HUMN-S/BH ELECT	Humanities-S/BH Electives	3	3
GE ELECT	ELECT	Free Electives	6	3
			15	15

TOTAL: 130 credits

MINOR. A student wishing to minor in Communication must satisfactorily complete 18 hours to be selected with the approval of the Department Chair. Nine of these hours must come from the following three options:

1)	either	Comm 110	Interpersonal Communication
	or	Comm 120	Mass Communication
2)	either	Comm 210	Logical and Rhetorical Analysis
	or	Comm 220	Responsibility in Communication
3)	either	Comm 310	Mass Communication Law
	or	Comm 410	Communication Theory and Research.

(Comm 100 and Comm 484 do not count toward the minor.)

COMM 100 Staff
Public Speaking 3 credits
This is a performance class which emphasizes the theory, composition, delivery, and criticism of speeches. Successful completion of COMM 100 (with a grade of C or better) fulfills the speech skills requirement of the University.

COMM 110 Staff
Interpersonal Communication 3 credits
An investigation and analysis of the process and nature of human communication and its intrapersonal and interpersonal attributes.

COMM 120 Staff
Mass Communication 3 credits
Historical survey of the nature, scope, and function of the print and electronic media in the United States. Economics, programming, and public control are some of the topics covered.

COMM 210 Staff
(W)**Logical and Rhetorical Analysis** 3 credits
A study of the principles of logic and persuasion, analysis of fallacies, and critical examination of the principles of structure in written and oral communication. Practice in briefs and abstracts with an emphasis on precision and clarity.

COMM 211 Staff
Argumentation and Debate 3 credits
This course concentrates on the techniques of argumentation, persuasion, debate, and forensics. Focuses heavily on research, case construction, and formal analysis.

COMM 214 Staff
Small Group Communication 3 credits
An examination of research, techniques, and principles of small group communication. Topics include problem-solving, decision-making, conflict resolution, leadership theories, interaction strategies, and participant roles.

COMM 220 Staff
Responsibility in Communication 3 credits
(Prerequisites: COMM 110 & COMM 120) This course will consider the responsibilities of those in control of the mass media and the publics which are served. Different faculty may approach this course from various ethical-humanistic perspectives.

COMM 221 Staff
Radio Production 3 credits
An examination of the dynamic industry roles of the radio producer/director. Areas to be studied include production theory and techniques which apply to station and program promotions, advertising, news, and music formats.

COMM 222 Staff
Television Production 3 credits
Designed to provide both theoretical background and practical application of television production in and outside the studio. Various format types, production techniques, and artistic styles are studied. Opportunity for producing and directing television programs.

COMM 223 Staff
Radio Journalism 3 credits
(Prerequisite: COMM 221 or COMM 224 or COMM 328) With a focus on gathering and preparing news for broadcast (concentrating especially on interviewing techniques), this class will investigate various news formats and styles. At the mid-semester point, the class will begin operating as a news team.

COMM 224 Staff
Newswriting 3 credits
Evaluating news, reporting, and writing stories. Newsroom organization. Style and usage. Interviewing, feature writing. Students work at Macintosh computer terminals. Typing ability needed.

COMM 225 Staff
Advertising 3 credits
This course explores advertising as an institution in society, utilizing research, media planning, and creative strategies. Students will participate in the formulation of an advertising campaign plan for local businesses.

COMM 226 Staff
Writing for Public Relations 3 credits
The study of the kinds of written communication used in the practice of public relations. This writing course examines both print and broadcast media. Students work at terminals for written assignments. Students should, therefore, be Macintosh computer literate.

COMM 227 Staff
Public Relations 3 credits
This course introduces the principles, practices, and theory of public relations as communication management. Strategies that create public images for organizations and sustain cooperative relationships with their various publics will be examined.

COMM 228 Staff
(D)Intercultural Communication 3 credits
Designed to provide a framework for understanding the diversity in communication patterns among cultures and co-cultures. Topics include high- and low-context patterns, verbal and nonverbal communication across cultures and co-cultures, persuasion, dialects, organization of verbal codes, and the structure of conversations.

COMM 229 Staff
(D)Gender and Communication 3 credits
This course examines the theory and research in communication that deals with gender differences and gender stereotyping. Experiential learning techniques give students the opportunity to examine how issues of gender communication impact their lives. Areas to be addressed include: language usage; nonverbal communication; mass media effects; organizational communication; interpersonal communication and intimacy.

COMM 232 Staff
Film History 3 credits
This course will trace the evolution of filmmaking from its earliest experimental stages to the modern feature film of today. The course will concentrate on the American film industry, its audience impact as a mass medium, and the genres of films which have evolved over the years. Selected screenings will reveal the transitions and refinements which characterize the medium of film.

COMM 280 Staff
Advanced Public Speaking 3 credits
(Prerequisite: COMM 100) Advanced principles and practices of speech construction, audience analysis, criticism, and delivery styles.

COMM 310 Staff
Mass Communication Law 3 credits
(Prerequisite: COMM 110, 120, 210 & 220; Juniors and Seniors only) Analysis and examination of statutory laws, congressional legislation, and federal rules and regulations governing the mass media in the United States. Focus on the First Amendment, libel and slander, privacy, copyright, free press/fair trial, obscenity, advertising, antitrust and monopoly, taxation, and licensing.

COMM 311 Staff
Political Communication 3 credits
The study of rhetorical strategies used by the modern politician. Examination of American political rhetoric as well as rhetorical styles operative in foreign policy activities.

COMM 312 Staff
Organizational Communication 3 credits
The study of communication behaviors, patterns, and strategies in organizations. Topics include power and politics, organizational cultures, human resources, conflict management, and negotiation. Historical and contemporary theories of organizing are examined and critiqued from a communication perspective.

COMM 313 Staff
Nonverbal Communication 3 credits
A study of the nonverbal aspects of human interaction. Topics include impression management, social influence, form and function in design, proxemics, kinesics, and the symbolic environment.

COMM 314 Staff
Legal Communication 3 credits
An examination of specific skills needed to promote effective and meaningful communication by the legal professional and the interface with clients, juries, judges, and the non-legal public.

COMM 321 Staff
Advanced Radio Production 3 credits
(Prerequisite: COMM 221) Building upon the foundation acquired in COMM 221, students generate specialized projects of their own design. Then, working with the instructor and professionals from the radio industry, students produce and direct complete programs for broadcast.

COMM 322 Staff
Advanced Television Production 3 credits
(Prerequisite: COMM 222) Building upon the foundation acquired in COMM. 222, students pursue specialized projects in producing and directing programs for broadcast or cable distribution.

COMM 323 Staff
Television Journalism 3 credits
(Prerequisite: COMM 224 or COMM 328) Broadcast journalism skills are refined through classroom and outside assignments. Production techniques, including tape editing, are explored. Television news formats are produced.

COMM 324 Staff
Advanced Newswriting 3 credits
(Prerequisite: COMM 224) Intensive training and practice in techniques of reporting and writing news stories and in covering public affairs. Familiarity with journalistic basics, style, and computer terminal operations required.

COMM 325 Staff
Advertising Copywriting 3 credits
Students develop two separate creative campaign strategies for hypothetical clients of their own choosing. For these large-budget accounts, students must create copy for newspapers, magazines, broadcast, and direct mail, all with a consistent campaign theme.

COMM 326 Staff
Political Advertising 3 credits
Critical examination of rhetorical strategies used in twentieth century political campaigning. Case studies and student projects focus on the special uses of broadcast and print media in political advertising.

COMM 327 Staff
Public Relations Cases 3 credits
(Prerequisite: COMM 227) This course places the student in a managerial, decision-making role in planning and executing public relations programs. A case-method approach is the predominant mode of instruction. Final project requires the development of a public communication campaign.

COMM 328 Staff
News Editing 3 credits
(Prerequisite: COMM 224) Preparing copy for publication. Correcting, improving and trimming stories. Headline writing, layout, graphics. Wire services, printing process. Students work at Macintosh computer terminals.

COMM 329 Staff
Graphics 3 credits
(Prerequisite: COMM 224) Visual aspects of print media. Typography, printing presses, handling photos and other art layout and design, introduction to desktop publishing. Familiarity with journalism basics, style, and computer terminal operations required.

COMM 331 Staff
Mass Media Management 3 credits
(Prerequisite: COMM 120 or COMM 220) The multi-faceted roles of managers in the various communication industries are examined. Special attention is given to technical, conceptual and humanistic concerns. Specific areas of study include management of self and personal relations, unions and contracts, community relations, audience analysis and measurement.

COMM 332 Staff
Documentary Film 3 credits
This course traces the growth, development, and influence of American and foreign nonfiction films, particularly their various functions as propaganda, public service and promotion, education, entertainment, and art.

COMM 334 Staff
Broadcast Programming 3 credits
Study of programming strategies, practices, and operations of commercial radio and television stations. Topics include audience research, program acquisitions, scheduling, formats, syndication, promotion, and network-affiliate relationships.

COMM 380 Staff
Advertising Practicum 3 credits
(Prerequisite: COMM 225 or COMM 325) Students function as a full-service advertising agency which provides clients with a complete array of services ranging from campaign creation to implementation and evaluation.

COMM 410 Staff
Communication Theory and Research 3 credits
(Prerequisites: COMM 110, 120, 210, and 220; seniors only; offered only in Fall semester) Critical study and analysis of various theoretical models of communication, behavioral science theories, and communication research paradigms. Topics include information theory, scientific method, balance and congruity theories, cognitive dissonance, perception, attitude change, semantic differential, group dynamics, persuasion, and statistical methods.

COMM 411 Staff
Persuasion and Propaganda 3 credits
An in-depth examination of the theoretical foundations and practical applications of those factors which influence the persuasibility of target audiences. Topics include attitudes, beliefs, values, behaviors, appeals and reference groups.

COMM 416 Staff
Philosophy of Communication 3 credits
A general study of the forces and dynamics which articulate the phenomenon of human communication by an examination of the human capacity to comprehend and realize fulfillment or wholeness through communication.

COMM 422 Staff
Educational Television 3 credits
Instructional uses of the television medium by public television stations, schools, closed-circuit and cable systems. Types of educational programs are evaluated. Students work on preparing projects which may reflect their own pedagogical interests.

COMM 425 Staff
Cable Television 3 credits
A study of cable television and its development and current place in the telecommunications industry. Topics include programming strategies, formats, multiple system operators, independents, syndication, sales, satellite services, pay-per-view, audience ratings, management and the franchising process. Students develop their own research proposals for establishing new cable channels, networks and services.

COMM 426 Staff
International Broadcasting 3 credits
Comparative analysis of national and international media systems throughout the world. Emphasis on their origin, development, and operation.

COMM 427 Staff
International Film 3 credits
An investigation of the major contributions and movements of various nations in the development and evolution of film as a multi-national and global industry.

COMM 432 Staff
Film Theory and Criticism 3 credits
Critical examination of the major theoretical and analytical explanations of film's effectiveness as an artistic form of communication. The work of classical, contemporary and experimental film scholars will be studied, and selected films depicting their observations will be screened. Film analysis and criticism projects will be designed by students.

COMM 433 Staff
Television Criticism 3 credits
Analysis of radio and television programs and promotional strategies, including formats, scripts, talent, commercials, public service announcements, positioning, ratings, and network-affiliate relationships.

COMM 480 Staff
Television Practicum 3 credits
(Prerequisites: COMM 222 and COMM 322) Communication seniors undertake significant areas of study resulting in a broadcast-quality videotape or audiotape suitable for airing by commercial or non-commercial television stations, radio stations or cable systems.

COMM 481 Staff
Internship 3 credits
(Prerequisites: junior or senior standing, plus appropriate course work, and faculty approval.) Highly recommended for every major, although not required, this on-the-job experience is guided by practitioners in the communication field and supervised individually by a faculty member in consultation with the student's advisor and the department chair. An additional 3 credits can be earned—for a maximum of 6 credits—by petition to the Communication Department. (Internship credits cannot be used to fulfill requirements in the COMM. major, minor, or cognate; they can be used in the Elective Area.) See internship director.

COMM 482 Staff
Directed Independent Study 3 credits
(Prerequisite: senior standing) In consultation with the student's advisor and department chair, the communication senior undertakes a significant area of study resulting in a major research paper. Students select a communication professor whom they wish to direct the study. Usually taken to augment an area of the student's interest not substantially covered in available departmental courses.

COMM 484 Staff
Special Topics 3 credits
In-depth departmental seminars on selected communication topics meeting the needs and interests of students. Topics vary from semester to semester.

COMM 499 Staff
Senior Thesis 3 credits
(Prerequisites: Comm. 310 & Comm. 410) An optional research-based written project in which the serious communication senior, in consultation with the student's advisor and department chair, selects an issue or problem for scholarly study, undertakes significant and meaningful research, and produces a major paper of publishable quality. Students select a communication professor whom they wish to direct their thesis. Strongly recommended for students who plan to attend graduate school.

Mary Beth Holmes, Director of Radio and Television, helps students expand their production skills in the University's professional and broadcast-level television facility.

COMPUTING SCIENCES

PROF. PLISHKA, *Chairperson*

The University of Scranton's bachelor of science program in computer science dates from 1970 – one of the oldest in the Commonwealth of Pennsylvania. The Computer Science Program is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB), a specialized body recognized by the Council on Accreditation (COPA) and the U.S. Department of Education. The computer science major provides an integrated introduction to Software Engineering along with the Mathematical skills needed in Computer Science. The program culminates in the senior year with the Computer Projects course. Research and internship opportunities are available. The Computing Sciences department may be reached on the World Wide Web at http://www.cs.uofs.edu.

COMPUTER SCIENCE

	Dept. and No.	Descriptive Title of Course	Credits	
		FIRST YEAR	**FALL**	**SPRING**
MAJOR	CMPS 134-144	Computer Science I-II	3	4
COGNATE	MATH 114	Analysis I		4
GE WRTG-SPCH	WRTG 107 - COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Computer Info. Literacy	3	
GE PHIL	PHIL 120	Intro. to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE QUANT	MATH 142	Discrete Structures	4	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			17	18
		SECOND YEAR		
MAJOR	CMPS 240-250	Data Structures/Machine Org	3	3
MAJOR	CMPS 260	Theoretical Foundations		3
COGNATE	MATH 221-351	Analysis II-Linear Algebra	4	3
GE NSCI	PHYS 140-141	Elements of Physics I-II	4	4
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 122	Theology II		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE PHED	PHED ELECT	Physical Education	1	1
			18	17
		THIRD YEAR		
MAJOR	CMPS 352-344	Operating Systems-Program Lang.	3	3
MAJOR	CMPS 340-ELECT [1]	File Processing-Elective	4	3
MAJOR	CMPS 350-374	Comp. Architecture-Software Eng.	3	3
COGNATE	MATH 312	Probability	3	
COGNATE	EE 243L	Digital System Design Lab		2
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3	
GE ELECT	WRTG 211	Business & Technical Writing		3
			16	14
		FOURTH YEAR		
MAJOR	CMPS 490	Computer Projects	3	
MAJOR	CMPS ELECT [1]	Major Electives		6
COGNATE	COGNATE [2]	Cognate Elective	3	
GE PHIL	PHIL 214	Computers and Ethics		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3	
GE ELECT	ELECT	Free Electives	3	3
			15	15

TOTAL: 130 Credits

[1] The three electives in the major must be chosen from CMPS 341, 354, 360, 362, 364, 370, 372, 384, 393, 440, and 481.

[2] Must be a science course for science majors.

MINOR. The minor in computer science must include CMPS 134,144, and 240 and any three of the courses CMPS 250, 260, 344, 350, 352, 354, 360, 364, 370, 372, 374, 384, or 440.

COMPUTER INFORMATION SYSTEMS

This program investigates the analysis, design, development, implementation, evaluation and effective use of computer information systems in organizations. Since business and government are principal users of computers, Computer Information Systems majors will select cognates from the School of Management. Students are encouraged to participate in an internship.

	Dept. and No.	Descriptive Title of Course	Credits	
		FIRST YEAR	**FALL**	**SPRING**
MAJOR	CMPS 134-144	Computer Science I-II	3	4
COGNATE	MATH 114	Analysis I		4
GE C/IL	C/IL 102	Computer Info. Literacy	3	
GE WRTG-SPCH	WRTG107-COMM 100	Written & Oral Comm.	3	3
GE PHIL	PHIL 120	Intro. to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE QUAN	MATH 142	Discrete Structures	4	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			17	18
		SECOND YEAR		
MAJOR	CMPS 240-250	Data Structures-Machine Org.	3	3
COGNATE	ACC 253-254	Financial & Managerial Acc.	3	3
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 122	Theology II		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE S/BH	ECO 153-154	Prin. of Micro.-Macro. Eco	3	3
GE ELECT	MATH 204 [1]	Statistics		3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	CMPS 352-ELECT [2]	Operating Systems-Elective	3	3
MAJOR	CMPS 340-341	File Processing-Database Systems	4	3
MAJOR	CMPS 330-331	Info. Sys.-Sys. Analysis & Design	3	3
COGNATE	MGT 351-352	Intro. Management I & II	3	3
COGNATE	MGT 251	Legal Environment of Business	3	
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE ELECT	WRTG 211	Technical Writing		3
			19	15
		FOURTH YEAR		
MAJOR	CMPS 490-ELECT [2]	Computer Projects-Elective	3	6
COGNATE	MKT 351	Intro. Marketing	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE PHIL	PHIL 214	Computers and Ethics		3
GE ELECT	ELECT	Free Electives	3	3
			15	15

TOTAL: 131 credits

[1] or STAT 251

[2] Elective courses in the Computer Information Systems major must be CMPS courses numbered 200 or higher.

MINOR. The minor in Computer Information Systems must include CMPS 134, 144, 330, and 331, and any two of 240, 340, 341, or C/IL 102.

CMPS 108
COBOL Programming 3 credits
(Prerequisite: Previous use of a computer) An introduction to ANSI standard COBOL. Traditional business applications will be emphasized. Topics include internal data representation, data editing, calculations, one-level tables, search, sort,and reporting.

CMPS 134
Computer Science I 3 credits
An introduction to programming concepts and methodology using the programming language Pascal. The course emphasizes a structured programming approach. Topics included are problem analysis, modularization, top-down design and the elements of the programming language Pascal.

CMPS 144
Computer Science II 4 credits
(Prerequisite: CMPS 134 and MATH 142) A sequel to CMPS 134, continuing the study of software development using a modern object-oriented programming language. The course deals with the role of analysis and design in the construction of quality software, emphasizing logical modularization, abstraction, coupling, cohesion, and program correctness. The course also presents the object-oriented concepts of polymorphism and dynamic dispatch and discusses such software engineering concepts as encapsulation, information hiding, and software reuse.

CMPS 202 Staff
Web Development 3 credit
(Prerequisites: one of CMPS 102, 104 or C/IL 102 or equivalent) A course for non-computer science majors that will cover fundamental aspects of the development of personal, professional and business resources using web development tools. Topics include – creating web pages using basic HTML; advanced HTML concepts; frames; JavaScript to enhance web pages; forms; CGI (common gateway interface); Java classes. Emphasis will be placed on client side development although server side issues will also be covered. May not be used by computer science or computer information systems students as part of the major. This is a technical course for students who do not necessarily have a technical background.

CMPS 240
Data Structures 3 credits
(Prerequisite: CMPS 144) An examination of the issues of representation and encapsulation, as they pertain to abstract data types. Measurement of the efficiency of representations and the algorithms that employ them. A modern object-oriented programming language is used.

CMPS 250
Machine Organization and 3 credits
Assembly Language Programming
(Prerequisite: CMPS 144) An introduction to machine organization and architecture. Among the topics discussed will be machine organization, assembler programming, the representation of data, the assembler, input-output routines and the use of macros.

CMPS 260
Theoretical Foundations 3 credits
of Computer Science
(Prerequisite: CMPS 240) An examination of the fundamental models and concepts of computation — automata, formal languages, and grammars — and how they are related. Church-Turing thesis; recursive and recursively renumerable sets; unsolvable problems; complexity of algorithms; Chomsky hierarchy.

CMPS 330
Information Systems 3 credits
(Prerequisite: CMPS 102/104, C/IL 102, or CMPS 134) Introduction to concepts and practices of information processing. Computerized system requirements and techniques in providing appropriate decision-making information to management.

CMPS 331
Systems Analysis and Design 3 credits
(Prerequisite: CMPS 330) A study of the system development methodology and the role played by the systems analyst in developing user-accepted information systems.

CMPS 340
File Processing 4 credits
(Prerequisite: CMPS 144 required, CMPS 240 recommended.) File structures concepts and file processing applications using COBOL as a programming language. Topics include file maintenance and storage management; file searching, sorting, and merging; cosequential processing; index structures; B-trees; hash tables; indexed sequential files; database concepts.

CMPS 341
Database Systems 3 credits
(Prerequisite: CMPS 340 required, CMPS 240 recommended) An introduction to database management systems, DBMS, with an emphasis on relational database design and applications. The primary software used is ORACLE DBMS.

CMPS 344
Programming Languages 3 credits
(Prerequisite: CMPS 352) A study of programming languages from both the theoretical and practical perspectives. The evolution of languages is reviewed in order to know the design considerations of the past and recognize those of the present. A survey of major and developing paradigms and languages is undertaken which includes use of specific languages to broaden the student's experience. Implementation is studied through an introduction to compiling and interpretation.

CMPS 350
Computer Architecture 3 credits
(Prerequisite: CMPS 250) A study of the logical structure of computer system organization including a survey of logic and design with an emphasis on functional components. Topics include instruction sets, hard-wired and micro-programmed control unit designs, memory systems (caches and virtual memory), I/O systems (interrupts, DMA, and channels). Overview and examples of alternative and advanced computer architectures (pipeline, array processors, multiprocessors).

CMPS 352
Operating Systems 3 credits
(Prerequisite: CMPS 240 and CMPS 250) The analysis and design of computer systems, including operating system design, memory management, scheduling, and the implementation of multiprogramming.

CMPS 354
Data Communications and Networks 3 credits
(Prerequisite: CMPS 352) A study of data communication and networking concepts, including distributed system architectures, electronic interfaces, data transmission, data link protocols, terminal networks, computer communication, public data networks, and local area networks.

CMPS 360
Analysis of Algorithms 3 credits
(Prerequisite: CMPS 240) A survey of methods for designing and analyzing algorithms. Classic algorithms from graph theory, combinatorics and text processing are examined, as are traditional design strategies such as divide-and-conquer, backtracking and dynamic programming. Other topics include NP-completeness and parallel algorithms.

CMPS 362
Numerical Analysis 3 credits
(Prerequisite: CMPS 134 and MATH 222) A survey of numerical methods for solving equations, integration, differentiation, interpolation, differential equations, and linear algebra, and the analysis of error.

CMPS 364
Theory of Computation 3 credits
(Prerequisite: CMPS 260) The development of a theoretical notion of computability and its relationship to Turing computability and recursive functions; the study of the relationships between automata, formal languages and grammars.

CMPS 370
Computer Graphics 3 credits
(Prerequisite: CMPS 240) An introduction to the hardware, software and techniques used to generate graphical representations by computer. Two and three dimensional concepts and algorithms are studied with corresponding use of popular standard packages (GKS, PHIGS, etc.) to generate images. Advanced topics such as animation and the various aspects of realistic rendering are introduced.

CMPS 372
Artificial Intelligence 3 credits
(Prerequisite: CMPS 240) Problem solving using expert systems, heuristic programming techniques, tree speed-up techniques, and learning mechanisms.

CMPS 374
Fundamentals of Software Engineering 3 credits
(Prerequisite: CMPS 240) An introduction to the concepts of Software Engineering. Stress is placed upon formal models for the design and development of high-quality software. Topics include: project planning, requirements analysis, system design, program design, program implementation, program testing, system testing, system delivery,and maintenance. A group project will be included.

CMPS 384
Special Topics 3 credits each
(Departmental permission required) Topics and prerequisites will be announced prior to preregistration.

CMPS 393
Computer Research 3 credits
(Departmental permission required) A research project carried out by a student under the direction of a faculty member in the department. The results will be prepared in a form suitable for publication. Reader fee.

CMPS 440
Compiler Design 3 credits
(Prerequisite: CMPS 344) Study of techniques and problems involved in constructing compilers. Lexical analysis, syntax analysis, semantic analysis, symbol table management, code generation, code optimization.

CMPS 481
Computer Internship 3 credits
(Departmental permission required) An intensive job experience in computing which carries academic credit. Prior approval is required and an information booklet is available from the department. Reader fee.

CMPS 490
(W)Computer Projects 3 credits
(Departmental permission required) In this course students prepare and present individual computer projects to be evaluated by the instructor and their fellow students. Seniors only.

CRIMINAL JUSTICE

PROF. PRYLE, *Chairperson*

The BS Degree program in Criminal Justice has the following objectives: 1. to prepare students for careers in law enforcement at the local, state or federal levels (FBI, Departments of Defense, Treasury, Justice); 2. to prepare students for careers in the field of correction and rehabilitation: parole, prisons, juvenile delinquency, etc.; 3. to provide students with academic preparation for advanced study in law, criminology, public administration and related fields. The Criminal Justice major is administered by the Department of Sociology/Criminal Justice, which also administers the Sociology and Gerontology degree programs. An Advisory Board of Community leaders working in the field of law enforcement and criminal justice has been established to work with University officials and faculty.

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
MAJOR	CJ 110-S/CJ 213	Intro to Crim Just-Criminology	3	3
COGNATE	SOC 110	Intro to Sociology	3	
GE C/IL	C/IL 102	Computer Info Literacy		3
GE SPCH-WRTG	WRTG 107-COMM 100	Composition - Public Speaking	3	3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
MAJOR	S/CJ 210-S/CJ 212	Law Society-Criminological Research	3	3
MAJOR	S/CJ 218-S/CJ 220	Amer Court System-Penology	3	3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
GE QUAN	S/CJ 215	Statistics for the Social Sciences	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 122	Theology II		3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	CJ ELECT	Criminal Justice Electives	3	3
COGNATE	SOC 224[1]	American Minority Groups		3
COGNATE	SOC SCI ELECT[1]	Social Science Electives	3	6
GE S/BH	POL SCI 130	American National Government	3	
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE ELECT	ELECT[2]	Free Electives	6	3
			18	18
		FOURTH YEAR		
MAJOR	CJ ELECT	Criminal Justice Electives	3	6
MAJOR	CJ 480-481 or ELECT	Internships or Electives	3	3
COGNATE	ELECT[1]	Social Science Electives	3	6
GE PHIL-T/RS	PHIL-T/RS ELECT	Philosophy or Theology Elective	3	
GE ELECT	ELECT[2]	Free Elective	3	
			15	15

TOTAL: 130 credits

[1] In the cognate, the department recommends PS 135, (State and Local Government); PSYCH 225, (Abnormal Psychology); PSYCH 224, (Personality); SOC 116, (Community Organization); SOC 118, (Child Welfare); SOC 231, (Urban Sociology); SOC 224, (American Minority Groups); SOC 228, (Social Psychology).

[2] In the elective area, the department strongly recommends ACC 253, (Financial Accounting); ACC 254, (Managerial Accounting); MGT 351, (Principles of Management I), if the student is considering general business as a minor.

MINOR. A minor in Criminal Justice will require eighteen credits. There are three required courses: SOC 110 (Introduction to Sociology); CJ 110 (Introduction to Criminal Justice); and S/CJ 213 (Criminology). The following elective courses are strongly recommended by the department in the criminal justice sequence: S/CJ 212 (Criminological Research); S/CJ 214 (Juvenile Delinquency); S/CJ 210 (Law and Society); and CJ 312 (Criminal Law).

CJ 110 Staff
(S)Introduction to Criminal Justice 3 credits
A foundation course examining problems in the study of crime and criminal justice, basic elements of criminal law and constitutional rights, and the functions of, as well as the relationship between, major components of the criminal justice system; agencies and role of law enforcement; prosecution; the judicial process, and corrections.

S/CJ 210 Prof. Friedrichs
(S,W)Law and Society 3 credits
The relationship between law and society, or the interaction of legal and social variables. Examines jurisprudential and social theories of law; development of law; the role of the legal profession; legal behavior and decision-making; and law and social change.

S/CJ 212 Dr. Wolfer
Criminological Research 3 credits
Survey of methods and techniques for achieving interpretable results in research in the criminal justice field; research design; data collection.

S/CJ 213 Prof. Conlon
(S)Criminology 3 credits
Crime as a form of deviant behavior; nature and extent of crime; past and present theories; evaluation of prevention, control and treatment programs.

S/CJ 214 Prof. Gach
(S)Juvenile Delinquency 3 credits
Nature and extent of delinquency: competing explanatory models and theories; evaluation of prevention, control, and treatment programs.

S/CJ 215 Dr. Wolfer
(Q)Statistics for the Social Sciences 3 credits
An introduction to the statistical techniques used by social scientists to analyze their data. Students learn descriptive and inferential statistics in conjunction with computer usage. Basic skills and procedures are taught for organizing and describing data, for assessing relationships among social variables, and for using this information to make inferences about the population.

S/CJ 218 Atty. Cimini
(S)The American Court System 3 credits
The court as a key component of the criminal justice system is examined. Philosophical, historical, comparative and typological perspectives are reviewed; the organization, structure and procedures of the court are analyzed, and roles of the major courtroom participants are explored. Court administration, planning and reform.

S/CJ 220 Atty. Cimini
Penology: The American Correctional System 3 credits
Analysis and evaluation of contemporary correctional systems; theories of punishment; discussion of recent research concerning the correctional institution and the various field services; the history of corrections in Pennsylvania.

S/CJ 221 Prof. Conlon
Probation and Parole 3 credits
Examination of community treatment in the correctional process; contemporary usage of presentence investigation, selection, supervision, release of probationers and parolees.

S/CJ 224 Prof. Friedrichs
(S, W)Sociology of Deviance 3 credits
Critical examination of theories and empirical studies of social deviance, focusing upon the formulation and application of deviant labels, organizations relating to deviance, and deviant behavioral patterns. Special attention given to noncriminal forms of deviance.

S/CJ 225 Prof. Friedrichs
White Collar Crime 3 credits
A study of white collar crime, including corporate misdeeds, political corruption, occupational illegalities and upperworld deviance. This course will explore the causes, consequences, and criminal justice system response to white collar crime.

S/CJ 227 Prof. Baker
Organized Crime Patterns 3 credits
The national and international organizational structure of organized crime will be analyzed. Primary attention will be given to comparative theories and concepts. The various methods of prosecution, investigation and control will be discussed.

CJ 230 Prof. Baker
Crime Prevention 3 credits
This course analyzes the basic theories of crime prevention and will examine current developments in criminal profiling and crime analysis. A review of crime prevention concepts utilized in the public and private sectors will focus on programs involving citizens, community, and agency interrelationships.

S/CJ 232 Prof. Baker
Public Safety Administration 3 credits
An overview of the public safety field – its philosophy, disciplines and research. The course will focus on an examination of the police and governmental responses to disaster and accidents. A primary emphasis will be given to the various analytical approaches to the study of terrorism. Methods of planning, investigation and prevention will be discussed.

S/CJ 234 Prof. Baker
Criminal Justice Management 3 credits
Basic principles and practices of administration and their application to law enforcement. Relationship of theoretical administrative concepts and practical police problems.

CJ 237 Prof. Baker
The Investigative Process 3 credits
This course considers appropriate investigative procedures concerning major criminal investigations. An analysis of specific investigative theories and courtroom applications will be conducted through learning simulation. The homicide court problem will focus on the preservation and admission of evidence.

S/CJ 284 Staff
Special Topics in Criminal Justice 3 credits
Courses designed to meet specific needs of individual students or courses offered on a trial basis to determine the value of placing them into the regular curriculum. Prerequisite: consent of the chairperson and the instructor.

CJ 310 Atty. Cimini
Criminal Justice Process 3 credits
A study of the law of criminal procedure, treating investigation and police practices, preliminary proceedings, and trial, as they relate to the development and structure of the American criminal justice system and as they affect offenders.

CJ 312 Atty. Cimini
Criminal Law 3 credits
A study of substantive criminal law in view of its historical foundations, purpose, functions and limits; of crime and defenses generally; and of the elements which constitute certain specific crimes under state and federal statutes.

S/CJ 314 Atty. Cimini
The Bill of Rights & C.J. 3 credits
From the perspective of the criminal justice professional, this course addresses key principles enunciated in the first, fourth, fifth, sixth, eighth and fourteenth amendments to the Constitution of the United States.

S/CJ 316 Atty. Cimini
Principles of Evidence 3 credits
An examination of the law of evidence as it pertains to the trial of a criminal case. A discussion of the common law, pertinent statutes, judicial opinions, and rules, e.g., The Federal Rules of Evidence, as these relate to such concepts as direct and circumstantial evidence; opinion testimony, experts and exhibits; competence, relevance and materiality; privileges, hearsay and its exceptions.

S/CJ 317 Atty. Cimini
Trial, Jury and Counsel 3 credits
A consideration of the rights guaranteed by the Sixth Amendment to the Constitution of the United States, surveying constitutional provisions, statutes, court rules, and cases concerning the right of a criminal defendant to a speedy and public trial, to trial by jury, and to the assistance of counsel.

S/CJ 318 Atty. Cimini
Civil Liability 3 credits
An examination of the law enforcement officer or employee as a defendant in a civil suit arising from the scope of his employment. Liability based upon rights statutes is examined, along with a consideration of the typical defenses.

S/CJ 324 Prof. Friedrichs
Victimology 3 credits
An examination of the causes and consequences of crime victimization. The recent emergence of the study of the victim, the types and circumstances of victimization, and the nature of the criminal justice system's response to crime victims are considered, along with the ethical and practical dimensions of crime victimization.

CJ 382-383 Staff
Independent Study in Criminal Justice 3 credits
Directed projects and surveys in criminal justice, law enforcement, and corrections designed to give the student academic flexibility. Prerequisite: consent of the chairperson and the instructor.

CJ 480-481 Profs. Baker, Pryle
Internship Experience 3 credits
Supervised experiental learning in an approved criminal justice setting taken preferably in junior and senior year. Prerequisite: permission of instructor.

ECONOMICS

DR. GHOSH, *Chairperson*

The Arts and Sciences major in Economics offers students a strong general liberal arts background and at the same time a thorough grounding in the most quantitative of the social sciences. Its major requirements parallel those of the School of Management Economics major (see p. 189), while its cognate provides background in the social sciences. This major is especially appropriate for students intending graduate studies in Economics, or careers in law or government service. Course descriptions for major courses begin on p. 190.

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE S/BH)	ECO 153-154	Principles of Micro-Macro Economics	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE C/IL	C/IL 102	Computer and Information Literacy		3
GE QUAN/ELECT	MATH [1]	Math Option	3	3
GE HUMN	HUMN ELECT [2]	Humanities Elective	3	
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Physical Education	1	1
			16	16
		SECOND YEAR		
MAJOR	ECO 361-362	Intermediate Micro-Macro Econ.	3	3
MAJOR	STAT 253	Statistics for Economics		3
COGNATE	ACC 253	Financial Accounting	3	
COGNATE	COGNATE ELECTIVE	Cognate Elective		3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humn. Electives (HIST 110-111 recom.)	3	3
GE ELECT	ELECT [3]	Free Elective	3	
			18	18
		THIRD YEAR		
MAJOR	ECO/IB 351	Environment of International Business		3
MAJOR	ECO 460	Monetary & Fin. Eco.	3	
MAJOR	ECO ELECT	Economics Elective	3	3
COGNATE	FIN 351	Intro to Finance	3	3
COGNATE	COGNATE ELECT [4]	Cognate Electives	3	3
GE PHIL or TR/S	PHIL or T/RS	Elective	3	
GE ELECT	ELECT	Free Elective		3
			15	15
		FOURTH YEAR		
MAJOR	ECO ELECT	Economics Elective	3	
MAJOR	ECO ELECT - ECO SEM	Eco Elective - Seminar	3	3
COGNATE	COGNATE ELECT [4]	Cognate Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	ELECT	Free Electives	3	6
GE PHED	PHED ELECT	Physical Education	1	1
			16	16

TOTAL: 130 Credits

[1] See note on Math Options in Undergraduate Catalog, page 183.

[2] If EDUC 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

[3] If a third math course is required, it replaces this GE elective.

[4] Economics majors may apply up to six cognate credits toward a Math minor. Students taking the sequence open to math majors are strongly urged to complete the calculus sequence by taking MATH 222, particularly if they plan on pursuing graduate studies.

Economics majors in the College of Arts and Sciences will apply their elective cognate credits to the following areas (exceptions require the permission of the CAS Dean): Political Science, Psychology, Public Administration, Sociology. Nine credits must be in the same field.

MINOR: 18 credits - ECO 153, 154; (or ECO 101, 102); ECO 361, 362, plus two upper-level economics courses.

ENGINEERING

DR. SPALLETTA, *Director*

Engineering is the profession in which a knowledge of the mathematical and natural sciences gained by study, experience, and practice is judiciously applied to develop ways to utilize, economically, the materials and forces of nature for the benefit of mankind.

The undergraduate computer engineering curriculum is broad-based with up-to-date content in computers, engineering science, and engineering design. The objectives of this program are to prepare our students for a professional career in computer engineering and to prepare them for advanced study in computer engineering, computer science, or electrical engineering. The technical core of the program emphasizes theoretical and laboratory skills, hardware and software skills, simulation and design.

Students in the Computer Engineering program study basic science, mathematics, computer science, electrical engineering, design, writing, public speaking, and the liberal arts in order to prepare for a professional career or advanced studies. The program includes courses from the programs of computer science and electrical engineering, providing balanced coverage and integration of the hardware and software aspects of computer systems. The design process is emphasized throughout all four years, and design projects are included in all laboratory courses. The sophomore and junior years include core courses in computer algorithms, digital system design, computer architectures, microprocessor systems, computer interfacing, and programming. This provides a foundation for the senior year, which includes electives and an in-depth two-semester design project.

Career opportunities in computer engineering range from computer applications such as computational medicine, oceanic engineering, and office automation to robotics, software engineering systems design, graduate study, reliability and other applications such as neural networks.

COMPUTER ENGINEERING

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
COGNATE	PHYS 140-141	Elements of Physics I-II	4	4
COGNATE	CMPS 134-144	Computer Science I-II	3	4
COGNATE	MATH 114-142	Analysis I - Discrete Structures	4	4
GE HUMN	HUMN ELECT	Elective	3	
GE WRTG	WRTG 107	Composition		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE C/IL	C/IL 102	Computer and Information Literacy		3
GE PHED	PHED Elect	Phys Ed.	1	
			16	18
		SECOND YEAR		
MAJOR	E/CE 240-EE 241	Intro. to Computer Engineering I - Circuit Analysis	3	4
COGNATE	PHYS 270	Modern Physics	4	
COGNATE	EE 243L	Digital System Design Lab		2
COGNATE	MATH 221-222	Analysis II - Analysis III	4	4
COGNATE	CMPS 240	Data Structures	3	
MAJOR	CMPS 250	Machine Organization		3
GE PHIL	PHIL 120 - 210	Intro. to Philosophy - Ethics	3	3
GE PHED	PHED Elect	Physical Education	1	
GE SPCH	COMM 100	Public Speaking		3
			18	19
		THIRD YEAR		
MAJOR	EE 343-344	Electronic Circuits I-II	5	3
MAJOR	ENGR 350	Applied & Engineering Math	3	
MAJOR	EE 346	Digital Signal Processing		3
MAJOR	CMPS 350	Computer Architecture	3	
MAJOR	E/CE 340	Digital Systems		3
COGNATE	CHEM 112	General and Analytical Chemistry	4 1/2	
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE S/BH[1]	S/BH ELECT[2]	Social-Behavioral Electives	3	3
GE T/RS	T/RS 121	Theology I		3
			18 1/2	18
		FOURTH YEAR		
MAJOR	EE 449	Computer Interfacing	5	
MAJOR	EE 450 - 454	Control Systems - Robotics Design	3	3
MAJOR	CMPS 374	Fundamentals of Software Engineering		3
COGNATE	ENGR 250	Engineering Mechanics - Statics	3	
MAJOR	CMPS 352[2] - 344	Operating Systems - Programming Languages	3	3
GE T/RS or PHIL	T/RS or PHIL	Philosophy/Theology elective		3
GE T/RS	T/RS 122	Theology II	3	
GE HUMN	HUMN Elect	Electives		6
GE PHED	PHED Elect	Physical Education	1	
			17	17

TOTAL: 142 1/2 credits

[1] ECO 153 - 154 suggested

[2] Or technical elective in Physics (PHYS 372, 447, 460, 473, 474)

ELECTRONICS-BUSINESS

The state of the business world today is such that a major portion of its administrative effort must be geared to the supervision of persons engaged in complex technological processes often involving applications of electronics. As a consequence, the ideal administrator is now one who is conversant with both good business practice and technological know-how. The Electronics-Business major provides a student with a program of carefully selected business and economics courses coupled with a series of coordinated physics and electrical engineering courses so as to provide preparation for an administrative career in an electronically oriented business enterprise. The program also provides sufficient preparation for further studies leading to the Master's in Business Administration.

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
MAJOR (S/BH)	ECO 153-154	Prin. of Micro. - Prin of Macroeconomics	3	3
COGNATE (GE QUAN)	MATH 103-114 or	Pre-Calc. - Analysis I or	4	4
	MATH 114-221	Analysis I - Analysis II		
COGNATE (GE NSCI)	PHYS 140-141	Elements of Physics I- II	4	4
GE SPCH-WRTG	WRTG 107-COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Computer and Information Literacy	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE FSEM-PHED	INTD 100-PHED	Freshman Seminar-Physical Ed	1	1
			18	18
		SECOND YEAR		
MAJOR	E/CE 240	Introduction to Computer Engineering	4	
MAJOR	EE 241	Circuit Analysis		4
MAJOR	ACC 253-254	Financial, Managerial Accounting	3	3
MAJOR	ENGR 252	Solid State Material Science		3
COGNATE	PHYS 270	Elements of Modern Physics	4	
COGNATE	MATH 221-222 or	Analysis II - III or	4	
	MATH 222-341	Analysis III - Differential Equations		4
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE PHED	PHED ELECT	Physical Education		1
			18	15
		THIRD YEAR		
MAJOR	EE 343-344	Electronic Circuits I - II	5	3
MAJOR	STAT 251-252	Statistics for Business I - II	3	3
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 121-122	Theology I - II	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE PHIL or T/RS	PHIL or T/RS	Elective		3
GE PHED	PHED ELECT	Physical Education		1
			17	16
		FOURTH YEAR		
MAJOR	MGT 351	Principles of Management I	3	
MAJOR	MKT 351	Introduction to Marketing		3
MAJOR	FIN 351	Introduction to Finance	3	
MAJOR	OIM 352	Introduction to Operations Management		3
MAJOR	OIM 351	Introduction to Management Science	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	ELECT	Electives	6	6
			15	15

TOTAL: 132 credits

ELECTRICAL ENGINEERING

The Electrical Engineering major of the Department of Physics/EE prepares the student for the analysis and design of electronic systems and devices whose principal functions are the shaping and control of information. The department of Physics/EE offers four areas of focus: Computer Engineering, Biomedical Engineering, Optical Engineering, and Environmental Instrumentation Engineering. The specific electives for these areas of focus will be chosen in conjunction with the student's academic advisor.

ELECTRICAL ENGINEERING

	Dept. and No.	Descriptive Title of Course	Credits	
		FIRST YEAR	**FALL**	**SPRING**
COGNATE (GE NSCI)	PHYS 140-141	Elements of Physics I-II	4	4
COGNATE (GE QUAN)	MATH 114-221	Analysis I-II	4	4
GE SPCH-WRTG	WRTG 107- COMM 100	Composition - Public Speaking	3	3
GE C/IL-ELECT	C/IL 102-CMPS 134	Comp. Info. Lit.-Intro to CMPS	3	3
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
GE FSEM-PHED	INTD 100-PHED	Freshman Seminar-Phys. Ed.	1	1
			18	18
		SECOND YEAR		
MAJOR	E/CE 240-EE241	Intro to Computer Engr.-Circuit Analysis	3	4
MAJOR	EE 243L	Digital System Design Lab		2
COGNATE	ENGR 250-252	Statics- Solid State Materials	3	3
COGNATE	ENGR 253-254	Intro. to CAD - 3-D CAD	1	1
COGNATE	PHYS 270	Elements of Modern Physics	4	
COGNATE	MATH 222-341	Analysis III- Differential Equations	4	4
COGNATE	CHEM 112	General and Analytical Chem	3	
GE PHIL	PHIL 210	Ethics		3
			18	17
		THIRD YEAR		
MAJOR	EE 447-448	Electromagnetics I-II	3	4
MAJOR	EE 343-344	Electronic Circuits I-II	5	3
MAJOR	EE 346	Digital Signal Processing		3
COGNATE	COGNATE ELECT [1]	Elective		3
COGNATE	ENGR 350	Applied and Engineering Math	3	
GE T/RS	T/RS 122	Theology II	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE PHED	PHED ELECT	Physical Education		1
			17	17
		FOURTH YEAR		
MAJOR	EE 449	Computer Interfacing	5	
MAJOR	EE 451	Communications Systems		3
MAJOR	EE 450	Control Systems	3	
MAJOR	EE 452-453	VLSI I-II	2	2
MAJOR	EE 454	Robotics Design Project		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE S/BH	S/BH ELECT [2]	Social - Behavioral Elective	3	3
GE T/RS or PHIL	T/RS or PHIL	Elective		3
GE PHED	PHED ELECT	Physical Education	1	
			17	17

TOTAL: 139 credits

[1] An advanced technical elective approved by the department.

[2] ECO 101 is recommended by the department.

PRE-ENGINEERING

The University provides a pre-engineering program which introduces the student to the highly technical training necessary for all phases of the engineering profession. This is a two-year course of study which enables the student to transfer to another school to complete his degree work.

Of special importance is the University of Scranton's association with the Cooperative Engineering Program at the University of Detroit Mercy, and its programs in chemical, civil, electrical, environmental, and mechanical engineering. For the student who has completed the pre-engineering curriculum at the University of Scranton, the Detroit Mercy three-year cooperative program offers alternate semesters of formal instruction and work experience in industry. A direct transfer program is available with Widener College, which may be either a co-op program beginning in the summer preceding the junior year or a regular two-year program. In addition to the valuable experience gained from industry, many students have been able to pay the cost of their tuition from the remuneration received for their work. This amounts to a substantial equivalent scholarship grant.

Other schools into which University of Scranton students transfer include Lehigh, Bucknell, Penn State and Drexel.

Generally, different engineering programs have slightly different requirements which must be completed before starting the Junior year. These will vary from school to school. Therefore, students should, before beginning the Sophomore year, consult with an advisor at the institution at which they plan to complete their studies.

ENGINEERING TRANSFER PROGRAM

	Dept. and No.	Descriptive Title of Course	Credits	
		FIRST YEAR	**FALL**	**SPRING**
COGNATE (GE NSCI)	PHYS 140-141	Elements of Physics I-II	4	4
COGNATE	CMPS 134	Computer Science I		3
COGNATE (GE QUAN)	MATH 114-221	Analysis I-II	4	4
GE SPCH-WRTG	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL102	Computer & Information Literacy	3	
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			18	18
		SECOND YEAR		
MAJOR	E/CE 240	Introduction to Computer Engineering	3	
MAJOR	EE 241	Circuit Analysis		4
MAJOR	ENGR 250-252	Statics Solid Material Science	3	3
MAJOR	ENGR 253-254	Introduction to CAD - 3-D CAD	1	1
COGNATE	PHYS 270	Elements of Modern Physics	4	
COGNATE	MATH 222-341	Analysis II - Diff. Equations	4	4
COGNATE	CHEM 112-113[1]	General & Analytical Chem. I-II	3	3
GE ELECT	ELECT	Elective		3
			18	18
			TOTAL: 72 credits	

[1]EE major elective may be substituted for CHEM 113

ENGR 250 Staff
Engineering Mechanics-Statics 3 credits
(Prerequisite: Physics 140; Pre- or corequisite: Math 221) Various types of force systems; resultants and conditions of translational and rotational equilibrium; stress analysis of the parts of different types of structures by graphical, algebraic and vector methods; frictional forces; centroids and second moments of areas of solids. 3 hours lecture.

ENGR 251 Staff
Engineering Mechanics-Dynamics 3 credits
(Prerequisite: Engr. 250; Pre- or corequisite: Math 222) Kinematics of particles and rigid bodies which include linear, curvilinear, angular and relative motions; inertia forces, impulse, momentum, work, energy and power; mechanical vibrations. 3 hours lecture.

ENGR 252 Dr. Varonides, Prof. Kalafut
Solid State Materials Science 3 credits
(Prerequisites: Physics 270, Math 222) The crystalline state of matter; multielectron atoms and the band theory of solids; quantum statistics; applications to p-n junction diodes including photodetectors, LEDs and photovoltaics; biopolar and field effect transistors; transistor modeling. 3 hours lecture.

ENGR 253 Dr. Connolly
An Introduction to 1 credit
Computer Aided Design
(Prerequisites: Math 114, Cmps. 134) This course is an introduction to the methods of drafting and design using computer aided techniques. Topics to be covered include plane geometry construction, projection theory, sectional views, dimensioning, tolerancing and the development of working drawings. Extensive use will be made of commercially available CAD software packages. 2 hours laboratory.

ENGR 254 Dr. Connolly
3D Computer Aided Design 1 credit
(Prerequisite: Engr. 253) This course is an advanced computer aided design lab with emphasis on three-dimensional techniques. Topics to be covered include wireframe and solid modeling, rendering and boolean operations. A number of classes will be devoted to the use of a finite element program for mechanical analysis of CAD designs. Extensive use will be made of commercially available software packages. 2 hours laboratory.

ENGR 350 Dr. Fahey
Applied and Engineering 3 credits
Mathematics
(Prerequisite: Math. 222, Physics 141) First and second order differential equations with constant coefficients; Fourier series and Fourier Transforms; partial differential equations and boundary value problems; special functions, e.g. Bessel functions and Legendre polynomials; elementary probability theory. (Also listed as Phys. 350.) 3 hours lecture.

ENGR 352 Dr. Varonides
Statistical and 3 credits
Engineering Thermodynamics
(Prerequisite: Phys. 270) Derivation of Thermodynamics from probability theory and atomic physics; Laws of Thermodynamics; Maxwell relations; chemical potential and phase changes; refrigerators and heat pumps; theory of gasses and theory of solids. Special topics dependent upon interests of majors represented. (Also listed as Physics 352.) 3 hours lecture.

E/CE 240 Dr. Berger
Introduction to Computer Engineering 3 credits
(Formerly EE 240) Introduction to combinational and sequential digital logic circuits. Analysis and design techniques including Boolean Algebra and Karnaugh mapping. Use of the computer to simulate digital circuits. 3 hours lecture.

EE 241 Staff
Circuit Analysis 4 credits
(Prerequisite: Physics 141, pre- or corequisite: Math 222) Intermediate course treating Kirchhoff's Laws, resistive networks, systematic methods, network theorems, first and second order transients, and sinusoidal steady-state. Introduction to SPICE. 3 hours lecture and 2 hours laboratory.

EE 243L Dr. DiStefano
Digital System Design 2 credits
Laboratory
(Formerly EE 345L) Introduction to the design, construction and testing of digital logic circuits. Most of the major components of a computer will be investigated. Use of computer program to draw circuits and designs. 3 hours laboratory.

E/CE 340 Staff
Digital Systems 3 credits
(Prerequisites: E/CE 240, MATH 142, CMPS 350) Analysis and design of advanced digital circuits, minimization techniques, combinational and sequential circuit design and numerical techniques. The interdependence of hardware and software on computer design will be stressed.

EE 343 Dr. Varonides
Electronic Circuits I 3 credits
(Prerequisites: EE 241, Engr. 252) Analysis and design of analog electronic circuits using diodes, BJTs, and FETs. Emphasis is placed on amplifier circuits and their frequency dependence. 3 hours lecture.

EE 343L Dr. Zakzewski
Electronic Circuits I Lab 2 credits
(Corequisite: EE 343) Experiments with diodes, BJTs, JFETs and MOSFETs. Some of the experiments are short projects to introduce the student to the application of design principles. 3 hours laboratory.

EE 344 Dr. Zakzewski
Electronic Circuits II 3 credits
(Prerequisite: EE 343, EE 343L) Laboratory oriented course designed to acquaint students with the operation and design of electronic instrumentation. Analysis of electronic instruments used in various applications and the design of special purpose instrumentation. Emphasis on use of operational amplifiers in design situations. 1 hour lecture and 3 hours laboratory.

EE 346 Dr. Berger
Digital Signal Processing 3 credits
(Prerequisite: EE 240, EE 241) A study of discrete-time signals and systems, convolution, z-transform, discrete Fourier transform, and FFT algorithms. Analysis and design techniques for digital filters and their realizations. Emphasis will be on the use of computer-aided interactive digital signal processing programs for several projects on signal analysis and filter design. 3 hours lecture.

EE 447 Dr. Varonides
Electromagnetics I 3 credits
(Prerequisites: Physics 270, Engr. 350) Analytic treatment of electrical and magnetic theory; vector calculus of electrostatic fields; dielectric materials; vector calculus of magnetic fields. (Also listed as PHYS 447). 3 hours lecture.

EE 448 Staff
Electromagnetics II 3 credits
(Prerequisite: EE 447) Magnetic materials, electromagnetic induction, displacement currents, Maxwell's equations; radiation and waves; applications include transmission lines, wave guides, and antennas. (Also listed as PHYS 448). 3 hours lecture.

EE 448L Dr. Zakzewski
Electromagnetics Design Laboratory 1 credit
(Corequisite: EE 448) Laboratory designed to emphasize and reinforce the experimental basis of electromagnetism. Multi-week projects require the student to perform experiments that measure fundamental electrical constants, the electrical and magnetic properties of matter, and the properties of electromagnetic waves. (Also listed as PHYS 448 L). 2 hours laboratory.

EE 449 Dr. Spalletta
Computer Interfacing 5 credits
(Prerequisites: EE 344. EE 346) Microprocessor programming and interfacing; data acquisition, manipulation and transmission; microprocessor support devices and common computer interfaces. Periodic written and oral presentations are required. 3 hours lecture and 4 hours laboratory.

EE 450 Staff
Control Systems 3 credits
(Prerequisites: EE 344, Engr. 350) Review of system modeling and Laplace Transforms; block diagram reduction and signal flow graphs; transient and steady-state control system characteristics; root locus and frequency response methods of analysis and compensation design; state variable methods. 3 hours lecture.

EE 451 Staff
Communication Systems 3 credits
(Prerequisites: EE 344, Engr. 350) A study of the principles of communication theory with emphasis given to analog and digital communications. Modulation techniques such as AM, DSB, SSB, and FM are discussed in detail. Performance of these systems in the presence of noise is also studied. 3 hours lecture.

EE 452 Dr. DiStefano
Very Large Scale Integration Devices I 2 credits
(Prerequisites: EE 240, EE 344) Analysis of MOSFET and CMOS circuitry. Use of computer programs such as SPICE and OCTTOOLS to design and analyze student design projects involving tens of transistors. 1 hour lecture and 2 hours laboratory.

EE 453 Dr. DiStefano
Very Large Scale Integration Devices II 2 credits
(Prerequisite: EE 452) Continuation of EE 452. Student designs are part of a class project and may revolve hundreds of CMOS circuits. 1 hour lecture and 2 hours laboratory.

EE 454 Dr. Spalletta
Robotics Design Project and Professional Practice 3 credits
(Prerequisites: EE 449, EE 450) Students work with the faculty and/or a practicing electronics engineer to design a self-contained intelligent robot. This robot will be required to navigate a maze, carry out a task (such as retrieving a specific object) and return through the maze. Each project involves creative conception, design, development and evaluation; and must consider economic constraints as well as factors such as reliability and safety. Written and oral presentations before a group of faculty. 1 hour lecture and 3 hours laboratory.

EE 484 Dr. Varonides
Superconductivity Devices and Circuits 3 credits
(Prerequisites: EE 447 and ENGR 252) A course designed for students with interest in superconductivity. Strong background in calculus, electromagnetics and solid state devices is necessary. Topics to be discussed are: (a) perfect conductivity, the classical model of superconductivity, and direct applications. (b) The quantum model of superconductivity, Josephson junctions and superconducting devices (SQUID's). Homework problems routinely assigned. Group projects (literature search and brief presentations at the end of the term).

ENGLISH

DR. JORDAN, *Chairperson*

The English Department offers courses in literature, theatre, writing, film, pedagogy, and theory. Courses are designated as English (ENGL), Theatre (THTR), and Writing (WRTG) and are described below under these groupings. In addition to the major in English, the department offers minors in English, in Theatre, and in Writing. English majors may if they wish pursue either minors or tracks in Theatre and Writing. English majors pursuing tracks in Writing or Theatre may place these courses in either the elective or cognate area of the major. English majors pursuing minors in Writing or Theatre may place these courses in the cognate area of the major; courses used for a minor may not apply to requirements or electives within the major or within another minor.

ENGLISH MAJOR. The student majoring in English must take ENGL 140 (English Inquiry), and twelve other courses designated ENGL, THTR, or WRTG Six of these courses must satisfy six area requirements:

A. British Literature: Medieval and Renaissance (ENGL 134, 139, 164, 165, 219, 226, 323, 335)

B. British Literature: Restoration and Eighteenth Century (ENGL 244, 245)

C. British Literature: Romantic and Victorian (ENGL 264, 371, 372, HUM 286)

D. American Literature to 1865 (ENGL 324, 325, 326, 330, 344)

E. Modern British Literature (ENGL 334, 336, 364)

F. American Literature 1865-Present (ENGL 331, 332, 424, 425, 426, 427, 444)

To satisfy this requirement, students must complete one course from each area. Students are urged to fill these area requirements sequentially. The English major may take Theatre and/or Writing courses in the cognate but a particular course may not be listed in both the major and the cognate.

THEATRE TRACK. Completion of this track will be noted on the English Major's transcript. The student must complete a minimum of 15 credits. Courses counted toward the track include any course designated with the THTR. prefix as well as WRTG 215, 217, and 315, and ENGL 134, 222, 223, 226, 245, 335, 384, and 427.

WRITING TRACK. Completion of this track will be noted on the English Major's transcript. The student must complete a minimum of 15 credits designated with the WRTG. prefix and numbered at the 200 level or above. Including at least one course in Creative Writing (WRTG 213, 214, 215, 216, 217, 313, 314, 315, 316) and one in Applied Writing (WRTG 210, 211, 212).

ENGLISH MINOR. To minor in English the student must take a minimum of 18 credits. One introductory class must be taken (ENGL 102, 103, 104, 140, 202, 203, 205 or 206). The remaining fifteen credits must be taken in courses that would satisfy area or elective requirements in the English major; i.e. no introductory courses may be included in these fifteen credits.

THEATRE MINOR. To minor in Theatre the student must take a minimum of 18 credits. Three courses are required: 1) THTR 110, 111, and THTR 211 or 212. Elective courses counted toward the minor include any course designated with the THTR prefix as well as WRTG 215, 217, and 315. One elective may be ENGL 104, 134, 223, 226, 245, 335, 384, 422, or 427.

WRITING MINOR. To minor in Writing the student must take a minimum of 18 credits in courses designated with the WRTG prefix and numbered at the 200 level or above. At least one course is required in Creative Writing (WRTG 213, 214, 215, 216, 217, 313, 314, 315, 316) and in Applied Writing (WRTG 210, 211, 212).

ENGLISH

ENGL 101 Staff
Introduction to Literature 3 credits
An exploration of the nature of prose fiction, poetry, and drama. The emphasis is critical rather than historical. The range of works and the specific selections may vary with the individual instructor.

ENGL 102 Staff
(C)Introduction to Fiction 3 credits
An exploration of the nature of prose fiction, its elements and techniques. The emphasis is critical rather than historical. The range of works and the specific selections may vary with the individual instructor.

ENGL 103 Staff
(C)Introduction to Poetry 3 credits
An exploration of the nature of poetry, its value, aims and techniques. The emphasis will be critical rather than historical. The range of poems and the specific selections will be the choice of the individual instructor.

ENGL 104 Staff
(C)Introduction to Drama 3 credits
An exploration of the nature of drama, its types, techniques, and conventions. The emphasis will be critical rather than historical. The range of plays and the specific selections may vary with the individual instructor. This course may be counted toward the theatre minor.

ENGLISH

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
MAJOR	ENGL 140	English Inquiry	3	
MAJOR	ENG AREA A	Medieval and Renaissance		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE S/BH	S/BH ELECT	Social-Behavioral Elective		3
GE SPCH-WRTG	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL102	Computer/Information Literacy	3	
GE QUAN	QUAN ELECT	Quantitative Reasoning Elective		3
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Physical Education	1	1
			16	16
		SECOND YEAR		
MAJOR	ENGL AREA B	Restoration & Eighteenth Century	3	
MAJOR	ENGL AREA C	Romantic & Victorian		3
MAJOR	MAJOR ELECT	English Elective		3
COGNATE	COGNATE ELECT[2]	Elective	3	3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Elective	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	ENGL AREA D	American Literature to 1865	3	
MAJOR	ENGL AREA F	American Literature 1865-Present		3
MAJOR	MAJOR ELECT	English Elective	3	3
COGNATE	COGNATE ELECT	Elective	6	6
GE PHIL or T/RS	PHIL or T/RS	Elective	3	
GE S/BH	S/BH ELECT	Social-Behavioral Elective		3
GE ELECT	ELECT	Free Elective	3	3
			18	18
		FOURTH YEAR		
MAJOR	ENGL AREA E	Modern British Literature	3	
MAJOR	MAJOR ELECT	English Elective	3	6
COGNATE	COGNATE ELECT	Cognate Elective	3	3
GE ELECT	ELECT	Free Elective	6	6
			15	15
			TOTAL: 130 CREDITS	

[1] Any student declaring an English major who has already completed nine or more hours of courses which will count toward the major but who has not completed ENGL. 140 will substitute an additional 400-level course for ENGL. 140.

[2] For Sophomore COGNATE sequence, History 120-121 or foreign language is recommended.

ENGL 119-120 Dr. Jordan
Masterworks of Western Civilization 6 credits
Study of masterpieces of literature from the Hebrew Old Testament and classic Greek to the modern European, illuminating the development of Western civilization.

ENGL 121 Dr. Jordan
Myth of the Hero 3 credits
Mythic materials are examined to discover the underlying heroic archetypal patterns. Then modern literature is examined in the light of the same mythic patterns.

ENGL 122 Dr. Gougeon
Classic American Stories 3 credits
As an introduction to the American short story, this course will examine representative examples of the genre from the nineteenth century to the present. Emphasis will be placed on the significance of individual works, but some consideration will be given to the evolving American milieu. Authors such as Hawthorne, Poe, Crane, Malamud, and Oates will be considered.

ENGL 124 Dr. McInerney
History of Cinema 3 Credits
A study of historical development of motion pictures. Practitioners in America and throughout the world are treated in this concise history of cinema. Film screening fee.

ENGL 125 Dr. McInerney
The Art of Cinema 3 credits
The study of the artists, technicians and businessmen who make films. Taped interviews of internationally famous film makers, as well as an analytic scrutiny of modern films, develop students' intelligent, active participation in the major art form in modern culture. Film screening fee.

ENGL 126 Dr. McInerney
Film Genres 3 credits
A study of the popular film genres (i.e., the western, the thriller, the musical, the historical epic, the woman's picture as they developed and changed in the U.S. and abroad.) Film screening fee.

ENGL 127 Dr. McInerney
Film Criticism 3 credits
A study of the grammar, poetics, rhetoric, and aesthetic of film criticism constitutes the heart of this course. Film screening fee.

ENGL 130 Staff
Children's Literature 3 credits
A broad study of literature for children since 1800, with the emphasis on American works since 1950, including aesthetic consideration of the art and design of picture books. Works are considered for children up to the age of 12.

ENGL 133 Dr. Whittaker
Introduction to Irish Culture 3 credits
An exploration of Irish culture by means of the island's major works of mythology, history, religion, folk story, fairy tale, song, verse, drama and fiction. All readings in English.

ENGL 134 Dr. Friedman
(C)Shakespeare (A) 3 credits
An introduction to the works of William Shakespeare, including forays into each of the major dramatic genres (comedy, tragedy, history and romance). Consideration will be given to the biographical and cultural contexts which helped to determine the reception and impact of individual works. This course may be counted toward the Theatre Track or minor.

ENGL 139 Staff
Milton & 17th Century Poetry (A) 3 credits
Studying the poetry of John Milton, "a major figure," the Metaphysical poets, and the Cavalier poets ought to bring the student to a reputable understanding of late English renaissance. The 17th century is a vital era for those wishing to understand the results of the Elizabethan Age and the onrush of the Restoration and eighteenth century poets.

ENGL 140 Drs. Casey, Rakauskas, and Engel
(C, W)English Inquiry 3 credits
An exploration of fiction, poetry, and drama. The approach is inductive; the aims are a greater understanding of literature, and an introduction to techniques of literary scholarship, theory, and research.

ENGL 164 Dr. Beal
(C)British Literature: Medieval and Renaissance (A) 3 credits
A detailed study of representative works and authors from the Anglo-Saxons to the seventeenth century. Though the emphasis will be on an intensive study of major works in their literary and cultural context, consideration will be given to minor writers as well.

ENGL 165 Dr. Beal
(W)Literature in the Age of Chaucer (A) 3 credits
The course will explore fourteenth-century nondramatic vernacular literature. Authors studied, in addition to Chaucer, may include Langland, Kempe, and the Pearl Poet.

ENGL 202 Staff
(C)English Literature 450-1800 3 credits
A study of English literature from Beowulf to the beginnings of the romantic movement. The emphasis is textual and critical.

ENGL 203 Staff
English Literature 3 credits
1800 to the Present Day
A study of English literature from the romantic period to the twentieth century. The emphasis again is textual and critical.

ENGL 205 Staff
American Literature through the 3 credits
Romantic Period
A study of major figures in America's literature from the colonial period through the age of transcendentalism, including such figures as Edward Taylor, Jonathan Edwards, Hawthorne, Thoreau, Emerson, Melville and Whitman. Not available to students who have credit for or are enrolled in ENGL 344.

ENGL 206 Staff
American Literature to the 3 credits
Present Day
A study of major figures in America's literature from the beginnings of realism to today's literature of revolt. Included will be such disparate authors as Twain, Dickinson, Dreiser, Lewis, Hemingway, Fitzgerald, Ginsberg. Not available to students who have credit for or are enrolled in ENGL 444

ENGL 219 Dr. Beal
(W)Camelot Legend I (A) 3 credits
This course will examine the development of Arthurian legend – tales of knights and ladies associated with the court of King Arthur–from its early origins in Celtic and Latin medieval literature, through medieval romances and histories, culminating in Malory's *Morte Darthur*.

ENGL 220 Dr. Beal
Camelot Legend II 3 credits
(Prerequisite: Engl. 219 or Instructor's permission.) The development and elaboration of the legend in twentieth century forms: novels, musicals, movies and the short story. Emphasis on writing and class discussion.

ENGL 221 Dr. Jordan, Prof. Hill
(C)Modern Poetry 3 credits
(Prerequisite: previous study of poetry) Modern poets ranging from Yeats and Hopkins to Plath and Hughes are examined. Major emphasis is placed on close critical readings of representative works.

ENGL 223 Dr. McInerney
(C)Dramatic Comedy 3 credits
Principles, modes, tactics used in dramatic comedy. The plays of writers ranging from Shakespeare to Neil Simon, as well as several films, will be analyzed as models. Opportunity for student writing of comedy. This course may be counted toward the theatre track or minor.

ENGL 225 Dr. Whittaker
(C, D, W)Writing Women 3 credits
In this course we will survey the issues raised in Virginia Woolf's *A Room of One's Own* and Carolyn G. Heilbrun's *Writing a Woman's Life*.We will discuss theoretical and practical essays incorporating British Marxist Feminism, French Psychoanalytic Feminism, and American Traditional Feminism. By the light of these approaches we will read short selections of fiction and poetry from Sappho to Willa Cather and Adrienne Rich.

ENGL 226 Dr. Beal
Introduction to Late 3 credits
Medieval Drama (A)
An introduction to the drama which flourished in the late fourteenth and fifteenth century: the Corpus Christi cycle, morality plays such as *Everyman, Mankind,* and *Castle of Perseverance,* and the saint's play. (Individual plays studied will change from year to year). This course may be counted toward the theatre track or minor.

ENGL 227 Dr. DeRitter
Frankenstein's Forebears 3 credits
An interdisciplinary exploration of the lives and works of one of England's most fascinating literary families. William Godwin was an anarchist philosopher and novelist; Mary Wollstonecraft was a feminist, memoirist, and novelist; their daughter, Mary Shelley, is best known as the author of *Frankenstein,* while her husband, Percy Bysshe Shelley, was a well-known poet and a political radical in his own right.

ENGL 231 Dr. Whittaker
Woody Allen 3 credits
This course examines the films, the published screenplays, the volumes of short prose, and assorted interviews and articles. We will examine some of Woody Allen's sources, such as Plato, Shakespeare, Joyce, and Bergman. Our approach will be historical and analytical.

ENGL 232 Dr. Whittaker
Literature and Philosophy 3 credits
This course explores the Platonic insight that on the highest level literature and philosophy converge. We begin with a few of Plato's dislogues which develop this idea. Then we examine several "literary" works in English which embody it. Our approach is analytical, inductive and historical.

ENGL 235 Dr. Casey
Novels by Women 3 credits
A study of novels by and about women, including such authors as Austen, Bronte, Eliot, Chopin, Woolf, Lessing, Byatt, and Morrison. The aim is to expand students' knowledge of the novel's history and development and their understanding of women's experiences as expressed by women writers.

ENGL 244 Dr. DeRitter
British Literature: 3 credits
The Restoration
and Eighteenth Century (B)
Study in depth of the major works of such authors as Dryden, Pope, Swift, Boswell and Johnson, among others. Due attention will be given to critical analysis, literary research, and historical, social, and political background.

ENGL 245 Dr. DeRitter
Restoration and 18th-Century 3 credits
Drama (B)
An examination of the major developments in comedy, tragedy, and experimental dramatic forms on the English public stage between 1660 and approximately 1775. Discussions will focus frequently on the social, political and institutional changes which altered the ways in which theatre was produced during the period. The reading list will include works by Wycherley, Behn, Dryden, Otway, Congreve, Rowe, Addison, Steele, Gay, Lillo, Fielding, Goldsmith, and Sheridan. This course may be counted toward the theatre track or minor.

ENGL 264 Drs. Casey and Fraustino
British Literature: 3 credits
Romantic and Victorian Periods (C)
A study of major literary works in nineteenth century England: poetry, novels and non-fictional prose. The emphasis is threefold: critical analysis; literary history; social, intellectual and political background.

ENGL 295 Dr. Friedman
(C)Shakespeare in Stratford 3 credits
This course combines a traditional study of six Shakespearean plays on the University campus with a week-long residency at the Shakespeare Centre in Stratford-upon-Avon, England. Students will read and discuss the plays produced during the current Royal Shakespeare Company season and attend performances of those plays.

ENGL 311 Staff
Magazine Editing 3 credits
The process of editing is surveyed. Macro-editing (publishing for a defined audience and delighting, surprising, informing, and challenging it) is emphasized over micro-editing (grammar, punctuation and so forth). Both are fit into the larger picture of promotion, fulfillment, circulation, advertising, production and distribution.

ENGL 317 Dr. DeRitter
Race in Anglo-American Culture, 1600-1860 3 credits
This course will examine Anglo-American portrayals of African- and Native American peoples in the early modern era. We will study works from both high culture (poems, plays, and novels) and low culture (Indian captivity narratives, frontier biographies, and slave autobiographies). The reading list will include writers such as Richard Hakluyt, Mary Rowlandson, John Dryden, Aphra Behn, James Fenimore Cooper, Herman Melville, Henry Wadsworth Longfellow, Catherine Maria Sedgwick and Harriet Beecher Stowe.

ENGL 318 Dr. DeRitter
Milton's *Paradise Lost* 3 credits
Intensive study of Milton's masterpiece. In addition to our reading and discussion of the text itself, we will examine its biographical and historical context and explore a variety of critical approaches to the poem.

ENGL 319 Dr. Casey
The English Novel: 18th & 19th Centuries 3 credits
The history of the English novel from its origins in the early eighteenth century until the end of the nineteenth century. The course focuses on such major figures as Defoe, Richardson, Fielding, Austen, Dickens and Eliot.

ENGL 320 Dr. Passon
Introduction to Satire 3 credits
An exploration of the historical, critical, and conceptual nature of satire, including established satirical conventions and techniques. Representative examples in fiction, drama and poetry, from a variety of literary periods, will be considered. Special emphasis will, however, be placed on British literature of the Restoration and eighteenth century, the Age of Satire. Though the course will focus on satirical literature, examples of satire from other media will be sampled.

ENGL 321 Dr. Fraustino
Macabre Masterpieces 3 credits
This course studies works of horror – or Gothic – fiction in England and America that best exemplify this mode of writing as a serious art form in its exploration of the human mind, particularly abnormal psychology. Works we will read may include: Mary Shelley's *Frankenstein,* Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde,* Joseph Conrad's *Heart of Darkness,* Bram Stoker's *Dracula,* the works of Edgar Allan Poe, and others.

ENGL 322 Prof. Hill
British Imperial Fiction 3 credits
The myths and meaning of the Imperial experience in the nineteenth and twentieth centuries as represented in British fiction by Kipling, Conrad, Greene, Orwell and others.

ENGL 323 Staff
Renaissance Poetry and Prose (A) 3 credits
Detailed study and discussion of several varieties of English literature written between the time of Sir Thomas More and John Milton. Lyric and narrative poetry, fictional and non-fictional prose, and drama will be included in course readings, discussions, and assignments. Typical authors covered include More, Surrey, Lyly, Spenser, Sir Philip and Mary Sidney, Donne, Webster, Jonson, Marvell, and Milton.

ENGL 324 Dr. Gougeon
American Romanticism (D) 3 credits
This course will deal with representative short works of America's six major Romantic authors: Emerson, Thoreau, Whitman, Hawthorne, Melville and Poe.

ENGL 325 Dr. Gougeon
Major Works: American Romantics (D) 3 credits
Cooper's *The Prairie,* Emerson's *Nature,* Thoreau's *Walden,* Melville's *Moby Dick,* and others. Evaluation of the works in their historical context and the development of the American Romantic movement, 1820-65.

ENGL 326 Fr. Joseph Quinn
Transcendentalists (D) 3 credits
Course transcends typical limits of this literary period to Emerson and Thoreau's major works. Thus, Orestes Brownson, Margaret Fuller, Ellery Channing, Theodore Parker are covered.

ENGL 329 Prof. Schaffer
Introduction to Jewish Literature 3 credits
The course provides a broad literary overview of Jewish life from medieval times to the present, examining the poetry, fiction, memoirs and drama of Jewish writers from a variety of cultures.

ENGL 330 Dr. Gougeon
Masters of Darkness (D) 3 credits
This course will survey a significant sampling of the short works of three of America's most famous "dark Romantic" writers: Melville, Hawthorne, and Poe. Consideration will be given to the historical milieu and the authors' responses to the problems and promises of the American experience.

ENGL 331 Fr. Joseph Quinn
Major Works of Twain and James (F) 3 credits
Works to be studied include Twain's *Adventures of Huckleberry Finn* and *A Connecticut Yankee in King Arthur's Court;* James' *The Portrait of a Lady* and *The Ambassadors.* These works will be examined both in terms of their historical context and by way of a comparative analysis of the two authors.

ENGL 332 Fr. Joseph Quinn
Major Works of Hemingway and O'Hara (F) 3 credits
Works to be studied include Hemingway's *The Sun Also Rises* and *For Whom the Bell Tolls;* O'Hara's *Appointment in Samarra* and *From the Terrace.* These will be examined both in terms of their historical context and basic themes, and by way of a comparative analysis of the two authors. There will also be some investigation as to how certain authors either become or do not become academically and critically acceptable.

ENGL 333 Dr. Gougeon
The Development of the American Novel 3 credits
This course will deal with representative novels produced in America from the late eighteenth to the twentieth century. The course will focus on the novel as representative of changing literary and cultural values throughout the period. Authors considered will include Charles Brockden Brown, Nathaniel Hawthorne, Mark Twain, Kate Chopin, John Steinbeck, and Kurt Vonnegut, Jr.

ENGL 334 Dr. Whittaker
(W)Irish Short Story (E) 3 credits
Introduces American students to the variety and richness of the short story from the pens of such masters as Yeats, Joyce, Frank O'Connor, Lavin, Kiely, F. O'Brien, McGovern, Jordan, Trevor, Beckett and others. Serious craftsmen aware of the verbal tradition, shapers of the Literary Revival, these masters of language forge a literature that affirms spiritual values in the midst of material misery.

ENGL 335 Dr. Friedman
Shakespeare: Special Topics (A) 3 credits
A detailed study of Shakespeare's treatment of either a particular genre (comedy, tragedy, history, romance) or a particular subject that occurs across genres. Special attention will be paid to the meaning of plays in performance. This course may be counted toward the theatre track or minor.

ENGL 336 Fr. J.J. Quinn
Modern Irish Novel (E) 3 credits
A selective introductory course to Ireland's renowned modern novelists: Francis Smart, John McGahern, William Trevor, Nell Jordan, Brian Moore, Bernard MacLaverty, John Banville and others. These literary artists capture the verve, flavor and life illumination that distinguish today's Irish novels.

ENGL 344 Fr. Joseph Quinn, Dr. Gougeon
American Literature to 1865 (D) 3 credits
An in-depth study of a select group of major American authors from the Colonial Period to the Civil War. Included are Bradford, Franklin, Irving, and Poe. Consideration given to the historical and cultural milieu and development of major American themes and attitudes.

ENGL 351 Prof. Schaffer
The Cross-Cultural Novella 3 credits
This course aims both to foster an understanding and appreciation of the novella as a distinct literary form combining the short story's unique focus on character and closed plot structure with the novel's broader treatment of time and place and to introduce the student to the literature of a variety of continents and cultures. The course will deal with writers such as Tolstoy, Flaubert, Kafka, Kawabata, Mann and Gaines.

ENGL 364 Staff
(C, W)Modern British Literature (E) 3 credits
Selected modern and postmodern English poets, playwrights, and fiction writers: Hopkins, Eliot, Hughes, Auden, Larkin, Spender, Osborne, Stoppard, Pinter, Greene, Waugh, Read, Lodge, Amis, Spark, McEwan, and Chatwin.

ENGL 371 Dr. Casey
Victorian Voices (C) 3 credits
The course will focus on three major Victorian authors: one non-fiction prose writer, one novelist, and one poet. Possible authors include Carlyle, Arnold, Ruskin, Dickens, Eliot, Bronte, Tennyson, Browning, Rossetti.

ENGL 372 Dr. Fraustino
The English Romantic Poets (C) 3 credits
This course surveys the major British Romantic poets within their historical and intellectual contexts. It proceeds chronologically, beginning with William Blake and concluding with John Keats. Through close textual analysis and in-class discussion of major poems, students should develop an appreciation and understanding of the literature of the period.

ENGL 382-383, 482-483 Staff
Guided Independent Study variable credit
A tutorial program open to junior and senior students. Content determined by mentor.

ENGL 395 Staff
Travel Seminar: Ireland 3 credits
This is an artistic, cultural, literary tour. Students will study the people and places that contribute to Ireland's distinct place in the world of literary art. (Intersession or spring break)

ENGL 419 Dr. Engel
Modern Novel 3 credits
The evolution of the novel from modern to postmodern times. Major American and English writers are studied, moving from traditional narrative to self-conscious stylistic devices.

ENGL 420 Dr. Fraustino
Comparative Romanticism 3 credits
Major British and American Romantic writers will be studied in an effort to distinguish the forms Romanticism takes in the two countries and to determine possible relationships. Authors to be examined include Blake, Wordsworth, Coleridge, Shelley, Keats, Hawthorne, Poe, Emerson and Whitman.

ENGL 421 Dr. Fraustino
Literature of the Absurd 3 credits
Focusing on literature from 1850 to the present, this course will examine works of fiction, drama, and to some extent poetry that reflect a general nineteenth and twentieth century western sense of disintegrating values and lost religious beliefs. Readings will include works by Edgar Allan Poe, Lord Byron, Thomas Hardy, Robert Louis Stevenson, Joseph Conrad, Tennessee Williams, Ernest Hemingway and Samuel Beckett.

ENGL 422 Dr. McInerney
Modern Drama 3 credits
(Prerequisite: Student should have some previous study of drama.) A detailed introduction to the major trends and authors in 20th century British and American drama, with some Irish and Continental works included. Readings and assignments will focus on major figures such as Shaw, O'Neill, Miller, Williams. This course may be counted toward the theatre track or minor.

ENGL 424 Fr. Joseph Quinn
American Realists (F) 3 credits
Study of representative figures in the post Civil War period, the period of the rise of American realism. Authors treated will be Mark Twain, Henry James, Stephen Crane and selected modern authors.

ENGL 425 Dr. Gougeon
Major Works: American Realists (F) 3 credits
Twain's *Huckleberry Finn*, Howell's *The Rise of Silas Lapham*, James' *The American*, Crane's *The Red Badge of Courage*, Dreiser's *Sister Carrie* and others. Works are evaluated in their historical milieu and the development of American Realism, 1865-1900.

ENGL 426 Fr. J.J. Quinn
Modern American Short Story (F) 3 credits
An intensive study of representative modern American Masters of the short story form. The film version of many stories studied allows an enriching comparative experience.

ENGL 427 Staff
American Drama: 1919-1939 (F) 3 credits
A review of the first "golden age" of American drama, which includes biting masterpieces such as *The Hairy Ape, Awake and Sing*, and comic works such as *You Can't Take It With You* and *The Time of Your Life*. This course may also be counted toward the theatre track or minor.

ENGL 431 Dr. Beal
Dante's Divine Comedy 3 credits
A canto-by-canto study, in translation, of Dante's dream vision of hell, purgatory and heaven. Consideration given to the cultural milieu and to medieval art and thought as these affect the allegorical meaning and structure of the poem.

ENGL 432 Dr. Beal
Chaucer 3 credits
A study of Chaucer's poetry in the context of medieval culture. Readings and assignments will concentrate on *The Canterbury Tales*, but will also cover the other major poems, such as the *Book of Duchess* and the *Parliament of Birds*.

ENGL 434 Dr. Fraustino
Keats: Death and Love 3 credits
Course will focus almost exclusively on one writer, John Keats, and explore the dynamic relationship in his poetry between death and love.

ENGL 436 Fr. J.J. Quinn
Poetry of G.M. Hopkins, S.J. 3 credits
(Prerequisite: Engl. 140 or Engl. 103) Gerard Manley Hopkins, the only priest-poet in history to be honored with a place in Westminster Abbey's Poets' Corner, will be studied in his poetry and Jesuit background as a nature, victorian, religious, original, theological, meditative, and the first modern, poet.

ENGL 437 Prof. Hill
Conrad's Fiction 3 credits
A reading of major works by Conrad and survey of critical response to this quintessential modern Western writer.

ENGL 438 Dr. Whittaker
(W)Joyce 3 credits
This course explores the prose works of James Joyce, one of the lights of Anglo-Irish writing, and a major figure in twentieth century literature. We will read and discuss *Dubliners, A Portrait of the Artist as a Young Man*, and, with the help of various guides, the masterpiece, *Ulysses*. We will work to apprehend in Joyce both the universal and the peculiarly Irish.

ENGL 439 Fr. J.J. Quinn
Flannery O'Connor 3 credits
A critical study of the short stories and novels of this modern American Christian writer.

ENGL 440 Dr. DeRitter
Early English Novelists 3 credits
(Prerequisite: satisfaction of Area B requirement for English major or permission of instructor) Detailed study of three or four English novelists whose primary works were published between 1680 and 1800. At least two novels by each author will be read, as well as relevant background texts and critical discussions. The specific content of the course will change each time it is offered, but the list of authors under consideration will always include at least two of the following: Behn, Defoe, Richardson, Henry Fielding, Sarah Fielding, Smollett, Sterne, Burney, Godwin, Wollstonecraft, and Austen.

ENGL 444 Drs. Whittaker and Gougeon
American Literature, 1865-Present (F) 3 credits
Study of a select group of major American authors from the Civil War to the present. Included are Twain, Crane, Fitzgerald and Vonnegut. The historical and cultural milieu and the development of major American themes and attitudes are reviewed.

ENGL 460 Dr. Rakauskas
Teaching Modern Grammars 3 credits
This course is designed to provide an understanding of the English language and its grammar, based upon recent linguistic analysis of the language, and to assist the future teacher in his or her understanding of transformational/generative grammar and its place in the curriculum. Techniques for teaching these new grammars, and laboratory teaching experience in the freshman writing clinic will be presented. Students seeking certification as secondary school English teachers should also be advised that the usual teacher of Engl. 460, as well as 310, Dr. Wm. Rakauskas, supervises student teachers for the department.

ENGL 464 Drs. Whittaker and DeRitter
Literary Criticism and Theory 3 credits
This course analyzes the derivation and methodology of the theories underlying contemporary practice. For historical perspective, we turn to Plato and Aristotle, and then to a survey of other major classical, renaissance, enlightenment, and 19th-century sources. Thence we examine 20th-century critical theories, namely: psychoanalysis, marxism, feminism, formalism (new criticism), reader-response, structuralism, deconstruction, and cultural materialism (new historicism).

ENGL 480 Staff
Internship variable credit
English majors can receive internship credits for a variety of on-the-job work experiences. Approval, must be obtained beforehand from chairperson and dean.

THEATRE

DR. ROBBINS, *Program Director*

As a major existing within the English Department, Theatre offers a broad-based liberal arts degree for the Theatre generalist. The Theatre major prepares the student for further, more focused training in the theatrical arts through a wide variety of courses in performance arts, technical theatre, design arts, directing, theatre history, playwriting and dramatic literature. Students may focus their program of study to some degree toward specific interests in these areas of theatre through the use of electives within the major.

Theatre majors are strongly encouraged to complete either a minor (perhaps in English or Writing) or a second major (perhaps in English). Other combinations are possible.

Theatre majors are required to participate in University Players productions; theatre minors are strongly encouraged to do so. All students with an interest in theatre, whatever their major, are invited to participate in University Players productions. (See also "Theatre" under Extracurricular Activities.)

Students majoring in Theatre are required to take three introductory courses in Theatre, Acting, and Technical Theatre (THTR 110, 111, 112), two Theatre History courses (THTR 211, 212), Design for the Theatre (THTR 213), Directing I (THTR 311), and five credits of Production Laboratory (THTR 280, 380). Four elective courses in Theatre round out the major. Introduction to Drama (ENGL 104), and at least one other course in Dramatic Literature are required in the student's cognate area. Courses which would satisfy the Dramatic Literature requirement include ENGL 134, 222, 223, 226, 245, 335, 384, 427.

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR	THTR 110-111	Intro. Theatre - Intro. Acting	3	3
MAJOR	THTR 112	Intro. Tech .Theatre	4	
COGNATE	ENGL 104[2]	Intro. Drama		3
GE SPCH-WRTG	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL102	Computer/Information Literacy	3	
GE QUAN	QUAN ELECT	Quantitative Reasoning Elective		3
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Physical Education	1	1
			17	16
		SECOND YEAR		
MAJOR	THTR 211-212	Theatre History I & II	3	3
MAJOR	THTR 213	Design for the Theatre		3
MAJOR	THTR 280	Production Laboratory	1	
COGNATE	COGNATE ELECT[2]	Elective - Dramatic Literature	3	
GE S/BH	S/BH ELECT	Social - Behavioral Elective	3	
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Elective	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHED	PHED ELECT	Physical Education	1	1
			17	16
		THIRD YEAR		
MAJOR	THTR 311	Directing I		3
MAJOR	THTR ELECT[1]	Electives	3	3
MAJOR	THTR 280	Production Laboratory	1	1
COGNATE	COGNATE ELECT[2]	Elective	6	3
GE PHIL or T/RS	PHIL or T/RS	Elective	3	
GE S/BH	S/BH ELECT	Social-Behavioral Elective		3
GE ELECT	ELECT	Free Elective	3	3
			16	16
		FOURTH YEAR		
MAJOR	THTR ELECT	Electives	3	3
MAJOR	THTR 280	Production Laboratory	1	1
COGNATE	ELECT	Cognate Elective	3	6
GE ELECT	ELECT	Free Elective	6	6
GE HUMN	HUMN ELECT	Humanities Elective	3	
			16	16

TOTAL: 130 CREDITS

1. Major electives: the Theatre major must select four electives from the following: any THTR course at the 200 level or higher; WRTG 215, WRTG 315, and ENG courses 200 level or higher that qualify as dramatic literature courses.

2 Cognate electives must include two courses in dramatic literature; one of these must be ENGL 104.

THTR 110 Dr. Robbins, Prof. Bellah
(C)Introduction to Theatre 3 credits
An introduction to the theories and practices of the theatre arts. Dramatic structure, dramatic literature, critical writing, acting, directing, design, practical stagecraft, and some theatre history will all be touched on in an effort to introduce students to the fullness and variety of the art of theatre.

THTR 111 Prof. Bellah
Introduction to Acting 3 credits
This first course in a three-course sequence is intended as an introduction to the development and training of the actor, covering the fundamental elements of the actor's craft; including internal and external technique, character analysis, and vocal/physical warmups. These elements will be practically applied in various in-class exercises and rehearsed performance work. The subject of auditions will also be covered.

THTR 112 Prof. Larsen
Introduction to Technical Theatre 4 credits
A study of materials, equipment, and techniques used in the construction and finishing of scenery. Also includes principles of lighting and sound and special effects for the stage. Forty hours of lab work in one of the following areas: scenery, costumes, lighting, or props; and participation on a crew for a major University Players' production will be required.

THTR 120 Staff
Creative Drama and Youth Theatre 3 credits
An introduction to the history, theory, and practice of both theatre for youth and creative drama in the United States. Representative plays will be read and productions attended and reviewed. The course will explore various applications of creative drama techniques, including their use in rehearsal and in the classroom.

THTR 210 Dr. Robbins, Prof. Bellah
(C)Intermediate Acting 3 credits
(Prerequisite: THTR 111 with a grade of B- or higher.) This second in a three-course sequence builds on the fundamentals of the acting process and focuses on further exploration of internal acting technique. Stanislavski-based and/or other modern and contemporary acting systems are explored through exercises, written analysis, and scene/monologue study. There is an emphasis on ensemble acting in the classroom, rehearsal, and production.

THTR 211 Dr. Robbins
(C)Theatre History I 3 credits
A chronological study of western theatre from ancient Greek drama to 17th century British drama. A selection of plays from representative playwrights will be read and discussed, with an emphasis on the social, cultural, and theatrical contexts within which these playwrights lived and worked.

THTR 212 Dr. Robbins
(C)Theatre History II 3 credits
A chronological study of western theatre from seventeenth century French and Spanish, through Restoration and eighteenth century British drama, up to 19th century German, Scandinavian, and Russian drama. A selection of plays from representative playwrights will be read and discussed, with an emphasis on the social, cultural, and theatrical contexts within which these playwrights lived and worked.

THTR 213 Prof. Larsen
Design for the Theatre 3 credits
(Formerly THTR 113; Prerequisite: THTR 112 with a grade of B- or higher.) An introduction to the various design and production elements in theatre. Scenery, lighting, costumes, projections, props and sound will be explored. Students participate in the design elements of the University productions.

THTR 214 Prof. Larsen
Drama Practicum 3 credits
(Prerequisite: any other course that may be counted in Theatre minor.) Work on one of the major aspects of producing a play: acting, costuming, set construction, lighting, publicity, and box office management.

THTR 280 Prof. Larsen
Production Laboratory 1 credits
This course is designed to provide the theatre major practical experience in technical theatre through a variety of production-related jobs including, but not limited to, props master, master electrician, sound designer, asst. technical director, asst. stage manager, and running crew. Students must do a minimum of 40 hours of production work and complete the assigned tasks on deadline to receive credit. *May be taken for credit up to five times.*

THTR 310 Dr. Robbins
Theories of Theatre 3 credits
Students will study the theories of theatre advanced in the writing of Diderot, Archer, Stanislavsky, Vakhtangov, Brecht, Copeau, Artaud, Grotowski, Brook, and Schechner.

THTR 311 Prof. Bellah
Directing I 3 credits
(Formerly Thtr 411 Prerequisite: THTR 111 with a grade of B- or higher or permission of instructor.) An introduction to the basic mechanics of stage directing with an emphasis on the tools needed to approach the staging of a play, such as playscript analysis, interpretive skills, organizational skills, communication and leaderships skills, developing a groundplan, blocking, and composition/picturization. Several plays will be read and analyzed. Student directors will select, cast, and direct a short scene for performance.

THTR 313 Prof. Larsen
Set Design for the Theatre 3 credits
(Formerly THTR 213; Prerequisite: THTR. 213 with a grade of B- or higher.) An exploration of the basic crafts of the theatrical set designer. Concentration on developing one's personal vision and interpretive skills through script analysis. Practice in sketching, drafting, painting, collage, model making and typical stage construction. Introduction to environmental theatre.

THTR 370 Prof. Larsen
Technical Theatre: 3 credits
Special Topics
Topic and prerequisites will be announced prior to preregistration.

THTR 371 Prof. Larsen
Theatre Design: 3 credits
Special Topics
Topic and prerequisites will be announced prior to preregistration.

THTR 372 Dr. Robbins
Dramatic Literature: 3 credits
Special Topics
Topic and prerequisites will be announced prior to preregistration.

THTR 373 Prof. Bellah
Acting: 3 credits
Special Topics
(Prerequisite: THTR 111) Topic and prerequisites will be announced prior to preregistration.

THTR 380 Staff
Advanced Production Laboratory 2 credits
(Prerequisite: permission of the instructor and typically 2 credits of THTR 280 with a grade of B- or higher.) *May be taken only once.*
This course is designed to offer the advanced student practical experience in a variety of production-related work including, but not limited to, stage management, theatre design, directing, dramaturgy, playwriting, or performance of a major role (as determined by the faculty) in the University Players Mainstage Season. Students must do a minimum of 80 hours of production work and complete the assigned tasks on deadline to receive credit.

THTR 382-3, 482-3 Staff
Independent Study in Theatre 3 credits
A tutorial program open to Junior and Senior students who have completed appropriate lower-division coursework.

THTR 410 Prof. Bellah
Advanced Acting 3 credits
(Prerequisite: THTR 210 with a grade of B- or higher.). This final course in the three-course acting sequence focuses on external acting techniques. There is an exploration of physical characterization and the use of the actor's body to achieve this physical transformation. This work builds on the student's self-knowledge and experience with internal technique through the use of exercises, written analysis, and scene/monologue study.

THTR 411 Prof. Bellah
Directing II 3 credits
(Prerequisite: THTR 311 with a grade of B- or higher or permission of instructor.)Building on techniques and skills learned in Directing I, this course concentrates primarily on the development of the young director's style by focusing on the development of a production concept, and studying various rehearsal techniques, directing methods, directing styles. Methods of coaching actors and development of the director-actor relationship are also covered. Practical application of course work through direction of a 20-30 minute one act or cutting for public performance in the Director's Workshop as part of the University Players Studio Season.

WRITING

All Writing courses have WRTG 107 (or equivalent) as prerequisite. Students who take WRTG 105-106 may not take WRTG 107.

WRTG 104 Staff
Written Communication 3 credits
(Formerly ENGL 105) An introduction to non-expository forms of writing. This course does not count toward the writing track or the writing minor.

WRTG 105 Staff
College Writing I 3 credits
(Placement into 105 required)This course offers instruction in structuring argumentative essays and concentrates on defining and focusing problems, creating arguments, and providing evidence in academic essays. This course is the first of a two-semester sequence (WRTG 105 and 106). This course does not count toward the writing track or the writing minor.

WRTG 106 Staff
(D)College Writing II 3 credits
(Prerequisite: WRTG 105)This course continues instruction in structuring argumentative essays, reviews the work in WRTG. 105, and concentrates on providing support for arguments and elements of style and grammar. This course is the second semester of a two-semester sequence (WRTG. 105-106). The sequence fulfills the general Education Writing Requirement and receives one course credit for cultural diversity. This course does not count toward the writing track or the writing minor.

WRTG 107 Staff
Composition 3 credits
(Formerly ENGL 107) A study of expository and argumentative prose, and the processes and techniques effective writers use. Classical rhetorical strategies, a variety of grammatical and theoretical approaches, and (often) computer programs are employed to help students understand composition as a means of communication and as a mind-shaping discipline in the liberal arts tradition. This course does not count toward the Writing track or the Writing minor; it may not be taken by students who have completed WRTG 105-106.

WRTG 210 Dr. Rakauskas, Prof. Hill
Advanced Composition 3 credits
The purpose of this course is to review, practice and apply the principles of a rhetoric of order, stressing invention, disposition, style, tone and theme.

WRTG 211 Dr. Fraustino
Technical and Business Writing 3 credits
A course in scientific or technical writing designed to help students improve their writing skills in preparation for their professions. Specialized training is offered in writing of proposals, reports, instructions, letters, abstracts, resumes, etc.

WRTG 212 Dr. McInerney
Writing for the Law 3 credits
This course aims to help the student develop the writing skills that will be of particular value to prospective lawyers. Readings, exercises, and assignments stress precision and conciseness as well as careful argument. The course should also be valuable to any student who wants to improve his/her analytical ability and expressive capacity.

WRTG 213 Prof. Schaffer
Fiction Writing I 3 credits
Designed to increase students' skills in writing short prose fiction, this course augments frequent practice in the genre with attention both to theories of short story composition and to diverse examples. In a workshop atmosphere, students will read and discuss one another's work as well as fiction by well known authors.

WRTG 214 Staff
Nonfiction Writing I 3 credits
Designed to develop skills in writing creative nonfiction prose, this course employs a workshop format and requires intensive reading and analysis of student work as well as work by noted practitioners such as Orwell, Baldwin, Didion, and Dillard.

WRTG 215 Dr. Robbins
Play Writing I 3 credits
Course is designed to teach student craft and technique of writing a play. The students will explore their own abilities through play writing and will be responsible for writing a full one act play or one act of a two or three act play. (This course may be counted toward the theatre track, major, or minor.)

WRTG 216 Prof. Hill
Poetry Writing I 3 credits
Theory and practice of writing poetry with attention to modern and contemporary tradition and criticism. Opportunity for sustained, serious response to student work and practical advice on markets, publishing procedures, etc. The course employs a workshop format and encourages serious reading and discussion of poetry.

WRTG 217 Staff
Scriptwriting 3 credits
Introduction to the film and television format for dramatic productions of varying lengths. Documentaries are also studied. Students not only master technique but also explore development of plot and character. Four major assignments and several short projects are required. (This course may be counted toward the theatre track, major or minor.)

WRTG 310 Dr. Rakauskas
Written Communication; Strategies for Teaching Writing 3 credits
(Formerly ENGL 310) This course for English/Ed majors emphasizes strategies for taking students into, through, and beyond the writing process. Students have many opportunities to plan and to design writing assignments, to conduct writing sessions, and to evaluate written composition.

WRTG 313 Prof. Schaffer
Fiction Writing II 3 credits
(Prerequisite: WRTG 213) Advanced workshop augments intensive student writing assignments with theory of fiction composition and diverse examples.

WRTG 314 Staff
Nonfiction Writing II 3 credits
(Prerequisite: WRTG 214) Advanced workshop augments intensive student writing assignments with discussion and analysis of creative nonfiction by various hands.

WRTG 315 Dr. Robbins
Play Writing II 3 credits
(Prerequisite: WRTG 215) An advanced workshop in playwriting which will include intensive reading and writing, this course will build on skills acquired in Playwriting I, and encourage students to explore theatrical styles beyond realism. This course may be counted toward the Theatre track, major, or minor.

WRTG 316 Prof. Hill
Poetry Writing II 3 credits
(Prerequisite: WRTG 216) Advanced workshop on practice and theory of writing poetry. The course encourages extensive reading and intensive writing.

WRTG 382-383, 482-483 Staff
Guided Independent Study Variable credit
A tutorial program open to junior and senior students who have completed appropriate lower-division coursework. Context determined by genre and mentor.

ENVIRONMENTAL SCIENCE

DR. CANN (Chemistry Department), DR. CAREY (Biology Department), *Program Co-Directors*

The Environmental Science major is an interdisciplinary program of the Biology and Chemistry Departments at the University of Scranton. The Environmental Science major has the following objectives: 1. to prepare students for entry-level positions (in the public or private sector) in the broad field of environmental analysis, compliance, and technology, 2. to prepare students for advanced study in environmental science, 3. to provide a sufficiently comprehensive science and liberal arts background to allow students to pursue advanced training or work in other fields that deal with environmental issues, e.g., environmental law, environmental health, and environmental regulation in business and industry.

The Environmental Science program provides a rigorous and comprehensive grounding in the biological, chemical, and physical aspects of the natural environment, and in the analytical and instrumental techniques used to investigate environmental problems. As upperclassmen, students may choose to focus more closely on either the chemical or biological aspects of environmental science, and must complete either an undergraduate research project or an internship in environmental science. The program also is designed to expose students to the social, political, regulatory, economic, and ethical concerns that are commensurate with defining and addressing environmental issues in today's world.

The Environmental Science curriculum appears below:

I. Required courses in the major and cognate include courses in biology, chemistry, environmental science, natural science, math, and physics. Specific courses and the recommended sequence in which they should be taken are indicated on p. 130.

II. Electives in the major: the student must complete four courses from among the following; *at least* one course must be chosen from each group:

Group A:			
CHEM	342	Environmental Toxicology	3 credits
CHEM	344	Environmental Geochemistry	3 credits
CHEM	350	General Biochemistry I	3 credits
CHEM	352	Chemical Toxicology	3 credits
Group B:			
BIOL	195	Tropical Biology	3 credits
BIOL	250	Microbiology	5 credits
BIOL	273	Marine Ecology	3 credits
BIOL	345	Comparative Animal Physiology	3 credits
BIOL	349	Plant Physiology	5 credits
BIOL	370	Animal Behavior	4.5 credits
BIOL	372	Vertebrate Biology	5 credits
BIOL	471	Applied Ecology	3 credits
BIOL	472	Systems Ecology	3 credits
BIOL	473	Estuarine Ecology	5 credits

III. General education courses: In fulfilling the GE requirements, students are *strongly* encouraged to enroll in:

PHIL	213	Environmental Ethics	3 credits
PS	230	Environmental Policy	3 credits
ECO	300	Economics of Environmental Issues	3 credits

Most of the required and recommended courses in the environmental science major reside in other departments, and their descriptions can be found under the appropriate departmental listing. Three courses, specific to the Environmental Science program, are described below.

ESCI 440-441 Staff
Topics in Environmental Science 2 credits
(Prerequisite: senior status in ESCI major or permission of instructor) One credit/semester. Discussions of current and significant environmental science issues.

ESCI 480-481 Dr. Cann
Internship in Environmental Science 3 credits
(Prerequisite: senior status in ESCI major or permission of instructor) 1.5 credits/semester. Student to work with private firm, advocacy group, or governmental agency on an environmental issue or technique that involves application of scientific principles to monitor, test, or develop/implement solutions to environmental problems. Project and institutional sponsor subject to approval of the Environmental Science Committee; final project report required.

ESCI 493-494 Dr. Carey
Research in Environmental Science 3 credits
(Prerequisite: senior status in ESCI major or permission of instructor) 1.5 credits/semester. Individual study and research of a specific environmental problem. Mentored by a biology or chemistry faculty member.

ENVIRONMENTAL SCIENCE

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE NSCI)	CHEM 112-113	Gen Analytical Chem I-II	4½	4½
MAJOR	BIOL 141-142	General Biology I-II	4½	4½
MAJOR	NSCI 201	Science and Human Environment		3
GE SPCH-WRTG	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computer & Info. Literacy	3	
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Phys. Ed.	1	1
			16	16
		SECOND YEAR		
MAJOR	CHEM 232-233	Organic Chemistry I-II	4½	4½
MAJOR	BIOL 371	Ecology	5	
MAJOR	BIOL 379	Biostatistics		3
COGNATE (GE QUAN)	MATH 103-114[1]	Pre-Calculus - Analysis I	3-4	4
GE HUMN	HUMN ELECT	Humanities Elective		3
GE T/RS-PHIL	T/RS 121-PHIL 120	Theology I-Intro. to Phil.	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16½-17½	18½
		THIRD YEAR		
MAJOR	CHEM 340	Environmental Chemistry	3	
MAJOR	CHEM 370	Instrumental Analysis		5
MAJOR	MAJOR ELECT	Elective		3-5
GE S/BH	POL SCI 230	Environmental Policy	3	
GE S/BH	ECO 300	Economics of Envir. Issues		3
GE T/RS-PHIL	T/RS 122-PHIL 210	Theology II-Ethics	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECTIVE	PHYS 120-121[2]	General Physics	4	4
			16	18-20
		FOURTH YEAR		
MAJOR	MAJOR ELECT	Elective	3-5	3
MAJOR	MAJOR ELECT	Elective	3-5	
MAJOR	ESCI 480 or 493	Research or Intern in Env. Sci.	1½	
MAJOR	ESCI 481 or 494	Research or Intern in Env. Sci.		1½
MAJOR	ESCI 440-441	Topics in Environmental Sci.	1	1
GE T/RS or PHIL	T/RS or PHIL	Elective	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	ELECT	Free Electives		6
			14½-18½	14½

TOTAL: 130-137 Credits

[1] Students entering exempt from Math 103 may select: Computer Science I (CMPS 134) or Analysis II (MATH 221).
[2] Or Elements of Physics I and II (PHYS 141-141)

FOREIGN LANGUAGES AND LITERATURES

DR. PARSONS, *Chairperson*

The program of the Foreign Language Department is designed to enable students to read, write, speak and comprehend one or more foreign languages; to think and express themselves logically, precisely and critically in one or more foreign languages; to acquire skills in literary criticism by reading representative foreign authors; to gain insight into the evolution of the culture and civilization of foreign peoples as reflected in their literature.

The Bachelor of Arts program in Classical Language gives students a solid foundation in Latin and Greek to engender an appreciation of the liberal aspects of Classical Studies. Classics majors are encouraged to take their junior year abroad at Loyola University's Rome Center of Liberal Arts with which the University of Scranton is affiliated.

Foreign language majors and students pursuing teaching certification must complete 36 credits in one language beginning with the intermediate level if it is modern, and the elementary level if it is classical. Modern language majors normally take at least 12 credits in a second language, either modern or classical, as their cognate. A double major may be pursued by taking 36 credits in one language beginning with the intermediate or elementary level, and by satisfying the major and cognate requirements of another department. The placement of students at a particular foreign language level is the responsibility of the chairperson.

The department urges students to study abroad during their junior year. In addition, it strongly recommends that students who spend the entire junior year abroad plan their studies carefully, so that they will be able to take at least one course per semester in their major language during the senior year.

MODERN LANGUAGES

*** PLEASE NOTE: Foreign Languages and Literature courses with a title prefixed by an asterisk meet three hours per week in class and one hour per week independent language lab practice.**

FRENCH

FREN 101-102 Staff

(C)* Elementary French 6 credits

Designed to impart a good basic foundation in comprehending, speaking, reading, and writing of the French language. Designed primarily for students with little or no background in the French language.

FREN 203 Staff

French Cultural Heritage 3 credits

This course aims to develop understanding of the culture, literature and civilization of France. Representative readings from different periods. Lectures, discussions and readings in English.

FREN 211-212 Staff

(C)* Intermediate French 6 credits

(Prerequisites: FREN 101-102, or equivalent, as determined by placement exam) Designed to give greater scope and depth to the student's knowledge of the grammar and style of the French language. Taught in French.

FREN 239 Dr. Hanks

(C,D)French Christian Thinkers 3 credits

(Prerequisite: An Introduction to Literature course in the English or Foreign Language department) Readings and analysis of writings by French Christians from the Middle Ages through the twentieth century. Taught in English, but credit in French available for students able to read and write in French, who meet one additional class period per week with instructor.

FREN 311 Staff

(C,D)French Conversation 3 credits

(Prerequisite: FREN 211-212, or equivalent, as determined by placement exam) Intensive French conversation, emphasizing cross-cultural comparisons and development of self-expression in French. Taught in French.

FREN 312 Staff

(C,W)French Composition 3 credits

(Prerequisite: FREN 211-212, or equivalent, as determined by placement exam) An intensive course in writing in French, stressing grammar, writing analysis and composition. Taught in French.

FREN 313-314 Staff

Survey of French Literature 6 credits

(Prerequisites: FREN 311-312, or equivalent) A review of French literature from the chanson de geste to the contemporary period.

FREN 315-316 Staff

*** Survey of French Culture and Civilization** 6 credits

(Prerequisites: FREN 311-312, or equivalent) A review of the geography, history, art and other accomplishments that comprise the heritage of the French speaking people world-wide, from Roman times to the present.

FREN 319 Staff

*** Business French** 3 credits

(Prerequisites: FREN 311-312, or equivalent) Overview of the spoken and written language of the French business world. Formalities and conventions of letter writing, banking, import/ export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance and international commerce within a contemporary cultural setting.

FREN 320 Staff

(C)Introduction to French Literature 3 credits

(Prerequisites: FREN 311-312, or equivalent) An introduction to the principal literary genres of poetry, novel, short story, essay and drama, through analysis of representative works in the French tradition. Strongly recommended as a prerequisite for all upper-division literature courses in French.

FREN 321-322 Staff

*** Advanced French Stylistics** 6 credits

(Prerequisites: FREN 311-312, or equivalent) Designed to strengthen the speaking and writing skills while emphasizing the production of speech sounds and their transcription by the International Phonetic Alphabet. Exercises in enunciation and phraseology, besides a refined usage of grammar and syntax.

FOREIGN LANGUAGE

	Dept. And No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE HUMN)	LANG[1]	Intermed or Advanced	3	3
COGNATE	LANG 101-102 or 211-212	Second Modern or Classical Lang	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking - Composition	3	3
GE QUAN	MATH 106 or 107	Quantitative Methods 1 or 2		3
GE C/IL	C/IL 102	Computer Info. Literacy	3	
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Phil.-Theology	3	3
GE FSEM-PHED	INTD 100-PHED	Freshman Seminar-Phys Ed	1	1
			16	16
		SECOND YEAR		
MAJOR	LANG 311-312[1]	Adv. Conversation/ Comp	3	3
COGNATE	LANG 211-212 or 311-312	Second Modern or Classical Language	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE NSCI	NSCI ELECT	Natural Science Elective	3	3
GE PHIL-T/RS	PHIL 210 - T/RS 122	Ethics/Theology II	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	LANG[2]	Advanced Lang. Electives	6	6
COGNATE	LANG/ELECT	Language Elective/Elective	3	6
GE PHIL or T/RS	PHIL or T/RS	Elective	3	
GE S/BH	S/BH ELECT	Social/Behav. Sci. Electives	3	3
GE ELECT	ELECT	Electives	3	3
			18	18
		FOURTH YEAR		
MAJOR	LANG	Advanced Lang Electives	6	6
COGNATE	COGNATE ELECT	Cognate Electives	3	3
GE ELECT	ELECT	Electives	6	6
			15	15

TOTAL: 130 credits

[1] Students who begin language at the Advanced (311) level will take 6 credits fewer in the major and 6 credits more in the COGNATE or FREE ELECTIVE area in either the junior or senior year.

[2] Spanish majors will take SPAN 320, SPAN 321, and 3 of the following 4 courses: SPAN 313, SPAN 314, SPAN 330, and SPAN 331.

MINOR. A minor in a foreign language, open to students in all disciplines, can be achieved by the completion of 18 credits beginning at the intermediate level if the language is modern, and at the elementary level if it is classical. Students who minor in two languages must complete a total of 24 credits distributed equally among the two languages.

Elementary courses in any language are not open to students who have studied two or more years of the same language in high school; exceptions to this policy must be approved by the Language Department.

INTERNATIONAL LANGUAGE-BUSINESS

The major in International Language-Business is a professionally oriented program. Its purpose is to make language study a more career-structured discipline by providing students with the opportunity to acquire a liberal education while, at the same time, taking courses specifically relevant to the business enterprise.

In order to bridge the communication gap between multinational business and the lack of functional language skills often exhibited by the personnel representing them, specialized language courses focusing on the business terminology and cultural setting of the countries in question complement the regular language and business courses in this major.

The department urges students to study abroad during their junior year. In addition, it strongly recommends that students who spend the entire junior year abroad plan their studies carefully, so that they will be able to take at least one course per semester in their major language during the senior year. Students who pursue a business internship will earn credits in addition to the 130 credits stipulated for the program, unless there is room in the free area.

	Dept. And No.	Descriptive Title of Course	Credits	
		FIRST YEAR	**FALL**	**SPRING**
MAJOR (GE HUMN)	LANG[1]	Inter. or Advan. Mod. Lang.	3	3
COGNATE	LANG 101-102 or 211-212	Second Language	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computer Info. Literacy	3	
GE QUAN ELECT	MATH 106-107 or 107-108	Math Option	3	3
GE PHIL	PHIL 120	Intro. To Philosophy		3
GE FSEM-PHED	INTD 100-PHED	Freshman Seminar-Phys. Ed.	1	1
			16	16
		SECOND YEAR		
MAJOR	LANG 311-312[1]	Adv. Conversation/ Comp	3	3
MAJOR	ACC 210	Survey, Managerial and Financial Accounting		3
COGNATE	LANG 211-212 or 311-312	Second Modern or Classical Lang	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE S/BH	S/BH ELECT	Eco. 153-154	3	3
GE PHIL-T/RS	PHIL 210-T/RS 121	Ethics-Theology I	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	LANG 321-322[2]	Advanced Stylistics	3	3
MAJOR	LANG	Advanced Language Electives	3	3
MAJOR	MGT 351	Principles of Management I		3
MAJOR	ECO/IB 351	Environment of Internt'l Bus.		3
MAJOR	FIN 351	Intro. to Finance	3	
GE ELECT	ELECT[3]	Elective	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE T/RS	T/RS 122	Theology II	3	
			18	18
		FOURTH YEAR		
MAJOR	LANG 319	Business Language		3
MAJOR	LANG	Advanced Language Electives	6	3
MAJOR	MKT 351	Intro. to Marketing	3	
MAJOR	INT ELECT	one of MGT 475, MKT 475 or ECO 475	3	
GE HUMN	HUMN ELECT	Humanities elective		3
GE PHIL or T/RS	PHIL or T/RS	Electives		3
GE ELECT	ELECT[3]	Electives	3	3
			15	15

TOTAL: 130 credits

[1] Students who begin their major language level at the 311 level will take 6 fewer credits in the major and 3 credits more in the cognate or free area..

[2] Students whose first language is Spanish will take SPAN 320, SPAN 321, and 3 of the following 4 courses: SPAN 313, SPAN 314, SPAN 330 and SPAN 331 in their advanced language electives area.

[3] Second Math course and PS 212 are recommended GE electives.

FREN 421 Staff
Medieval and Renaissance French Studies 3 credits
(Prerequisites: FREN 311-312, or equivalent) Selected literary works from the eleventh century to the late Renaissance.

FREN 423 Dr. Petrovic
Seventeenth Century French Studies 3 credits
(Prerequisites: FREN 311-312, or equivalent) Literary, philosophical, and social expression from 1610 to 1715.

FREN 425 Dr. Petrovic
Eighteenth Century French Studies 3 credits
(Prerequisites: FREN 311-312, or equivalent) The Enlightenment from 1715 to 1789.

FREN 427 Dr. Petrovic
Nineteenth Century French Novel 3 credits
(Prerequisites: FREN 311-312, or equivalent) The development of prose narration as reflected in the literary movements of the age.

FREN 429 Dr. Petrovic
Nineteenth Century French Poetry 3 credits
(Prerequisites: FREN 311-312, or equivalent) The development of poetic forms from the romantic to the symbolist movement inclusively.

FREN 430 Dr. Hanks
French Women Writers 3 credits
(Prerequisites: FREN 311-312, or equivalent) Women's view of themselves and the world as reflected in their literary creations. Cross-listed with Women's Studies Concentration (see p. 38).

FREN 431 Dr. Petrovic
Twentieth Century French Novel 3 credits
(Prerequisites: FREN 311-312, or equivalent) The development of prose narration from the Dreyfus case to the present.

FREN 432 Dr. Hanks
French Short Story 3 credits
(Prerequisites: FREN 311-312, or equivalent) Principal practitioners of the short story in French, including contemporary authors.

FREN 433 Dr. Petrovic
Twentieth Century French Drama 3 credits
(Prerequisites: FREN 311-312, or equivalent) The development of dramatic forms from the Theatre Libre to the present.

FREN 434 Dr. Hanks
French Novel Into Film 3 credits
(Prerequisites: FREN 311-312, or equivalent) Examination of the transformations effected in major French novels adapted for the screen, and exploration of alternative solutions to the problems posed.

FREN 435 Staff
The French Theater 3 credits
(Prerequisites: FREN 311-312, or equivalent) An inquiry into the various forms of the French Theater through a study of significant representative works from different periods.

FREN 436 Dr. Hanks
French Utopias 3 credits
(Prerequisites: FREN 311-312, or equivalent) An exploration of utopian literature in French, from the sixteenth through the twentieth centuries. Emphasis placed on the literary texts themselves, supplemented by some reading in utopian criticism.

FREN 437 Dr. Zanzana
Francophone African Literature 3 credits
A study of Francophone African Literature from the Maghreb to the African diaspora, with empasis on main literary currents, ideology, political climates, linguistic traditions, and literary manifestations in each country.

FREN 482-483 Staff
Guided Independent Study variable credit
(Prerequisites: FREN 311-312, or equivalent) A tutorial program open to juniors and seniors only. Content determined by mentor.

GERMAN

GERM 101-102 Staff
(C)* Elementary German 6 credits
(Prerequisite: none) A complete course in the fundamentals of the German language. Emphasis on reading of graded texts, with written, oral and aural exercises. Designed for student with little or no background in the German language.

GERM 211-212 Staff
(C)* Intermediate German 6 credits
(Prerequisites: GERM 101-102 or equivalent) Reading from modern authors of moderate difficulty. Oral and written exercise. Systematic review of German grammar.

GERM 213-214 Dr. Kamla
*** Introduction to Business German** 6 credits
(Prerequisites: GERM 101-102, or equivalent) Specialized intermediate-level course for students who wish to focus their skills on the language of the business world. Oral and written exercises. Systematic review of German grammar.

GERM 311-312 Staff
(C)* Advanced German Composition and Conversation 6 credits
(Prerequisites: GERM 211-212, or equivalent) Selected texts in prose and poetry. Advanced practice in conversation and composition. Survey of German grammar.

GERM 313-314 Dr. Kamla
(C,D)Survey of German Literature and Culture 6 credits
(Prerequisites: GERM 311-312, or equivalent) A survey of German literature from the eleventh century to the contemporary period, with special emphasis on the main intellectual currents as well as the social and political developments.

GERM 319 Dr. Kamla
*** Business German** 3 credits
(Prerequisites: GERM 311-312, or equivalent) Overview of the spoken and written language of the German business world. Formalities and conventions of letter writing, banking, import/export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance and international commerce within a contemporary cultural setting.

GERM 321-322 Staff
(W)* Advanced Stylistics 6 credits
(Prerequisites: GERM 311-312, or equivalent) Advanced study of syntax and semantics aimed at the development of stylistic sensitivity. Interdisciplinary textual analyses (business and commercial German, communications media, the sciences and humanities) for further practice in composition and conversation.

GERM 421 Dr. Kamla
German Classicism and Romanticism 3 credits
(Prerequisites: GERM 311-312, or equivalent) A study of the literature of the eighteenth (Goethe, Schiller, Holderlin) and early nineteenth century (Kleist, Hoffmann, Novalis) in their Classical and Romantic contexts.

GERM 423 Dr. Kamla
Realism and Naturalism 3 credits
Prerequisites: GERM 311-312, or equivalent) A study of the works of late 19th century authors, such as Storm, Fontane and Keller.

GERM 425 Dr. Kamla
German Literature up to 1945 3 credits
(Prerequisites: GERM 311-312, or equivalent) An in-depth study of such authors as Brecht, Mann, Kafka and Rilke.

GERM 427 Dr. Kamla
Postwar German Literature 3 credits
(Prerequisites: GERM 311-312, or equivalent) Concentration on contemporary authors such as Frisch, Durrenmatt, Grass and Boll, as well as representative authors from East Germany.

GERM 482-483 Staff
Independent Study Variable Credit
(Prerequisites: GERM 311-312, or equivalent) A tutorial program open to junior and senior students only. Content determined by mentor.

HEBREW

HEBR 101-102 Staff
(C)Biblical Hebrew 6 credits
A systematic introduction to the fundamentals of Biblical Hebrew grammar and to certain aspects of ancient Semitic language and culture.

Note: Additional work in Italian, Japanese, Portuguese, and Russian is available by arranging independent study and/or foreign study.

ITALIAN

ITAL 101-102 Staff
(C)* Elementary Italian 6 credits
Introduction to the Italian language. Designed for beginners.

ITAL 207 Dr. Picchietti
(C,D,W)Italian Women's Writing in Translation 3 credits
This course addresses a multitude of women's voices and experiences in Italy in the Twentieth Century, as expressed in works of prose, poetry, theater, and film. Not all the artists subscribe to a feminist ideology, but their works share an interest in issues concerning women. Students will examine the styles, themes, and historical contexts of the primary works. This course does not count toward the Italian minor or major.

ITAL 208 Dr. Picchietti
(D,W)Envisioning Italy From Novel to Film: The Case of Neorealism 3 credits
This course addresses the way in which authors and film makers have envisioned Italy in the Neorealist tradition. Students will analyze neorealist novels and their cinematic adaptations to determine similarities and differences in the artists' visions and interpretations of Italian society. This course does not count toward the Italian minor or major.

ITAL 209 Dr. Picchietti
Italian Cinema: From Origins to Present 3 credits
An examination of the evolution of Italian cinema from the silent era to the present. Focus on the impact of historical events on the film industry, on the changing concerns and perspectives of film makers, and on the transformations in style and content in reaction to specific moments in Italian history. Films with subtitles. Taught in English. This course does not count for any minor or major requirement in foreign language.

ITAL 211-212 Staff
(C)* Intermediate Italian 6 credits
(Prerequisites: ITAL 101-102, or equivalent) Grammatical review, written and oral composition with selected cultural readings of intermediate difficulty.

ITAL 311-312 Staff
(C, D)* Advanced Italian Composition and Conversation 3 credits
(Prerequisite: ITAL 211-212, or equivalent) An intensive course in Italian composition and conversation with emphasis on detailed study of advanced grammatical and stylistic usage of the Italian language.

ITAL 313 Dr. Picchietti
Survey of Italian Literature I 3 credits
(Prerequisite: ITAL 311-312, or equivalent) This course, conducted in Italian, introduces students to nineteenth and twentieth century Italian literature and to significant literary movements and figures from these periods.

ITAL 314 Dr. Pichietti
Survey of Italian Literature II 3 credits
(Prerequisite: ITAL 311-312, or equivalent) This course, conducted in Italian, introduces students to Italian literature from the Medieval period to the eighteenth century. It focuses on significant literary movements and figures from these periods.

JAPANESE

JAP 101-102 Staff
(C)* Elementary Japanese 6 credits
Development of the fundamental skills, listening, speaking, reading and writing, with emphasis on language performance. Emphasis on practical application of the basic skills for business related activities. Relevant cultural aspects are introduced. Designed primarily for students with no background in the Japanese language.

JAP 211-212 Staff
*** Intermediate Japanese** 6 credits
(Prerequisites: JAP 101-102, or equivalent) This course continues development of the four major skills: listening, speaking, reading and writing. Upon completion of the course students will understand all the basic concepts of the structure of the language.

PORTUGUESE

PORT 101-102 Dr. Ledford-Miller
(C)* Elementary Portuguese 6 credits
A video-based introduction to Brazilian Portuguese, this course covers basic grammar and vocabulary needed for listening, speaking, reading, and writing Portuguese. Students will also develop some cultural understanding of Brazil and other Lusophone countries.

PORT 211-212 Dr. Ledford-Miller
*** Intermediate Portuguese** 6 credits
(Prerequisites: PORT 101-102 or equivalent) A continuation of elementary Portuguese. Students will refine through oral and written activities, the skills learned in 101-102. Literary and other readings as well as films and off-satellite news programs will augment the text.

RUSSIAN

RUSS 101-102 Staff
(C)* Elementary Russian 6 credits
Primary emphasis on developing the skills of understanding, speaking, reading and writing of Great Russian. A thorough and continual study of the Cyrillic alphabet is an integral part of the course's content.

RUSS 211-212 Staff
*** Intermediate Russian** 6 credits
(Prerequisites: RUS 101-102 or equivalent) This course continues development of the four major skills: listening, speaking, reading, and writing. It builds on the grammatical concepts learned in Russian 101 and 102 and provides a solid foundation for the student interested in visiting the Soviet Union and/or in reading the Russian Classics, contemporary literature, and newspapers.

SPANISH

SPAN 101-102 Staff
(C)* Elementary Spanish 6 credits
Fundamentals of grammar, pronunciation, conversation, suitable readings and written exercises. Designed primarily for students with little or no background in the Spanish language.

SPAN 203 Dr. Ledford-Miller
(C, D)Topics in Latin American Cultural Heritage 3 credits
(Prerequisite: An introduction to literature course in the Department of English or Foreign Languages) This course aims to develop understanding of the culture, literature and civilization of Latin America (i.e., Brazil and Spanish America). The topic and the region of Latin America studied may change, and thus this course may be repeated for credit when appropriate. Lectures, discussions and readings in English.

SPAN 211-212 Staff
(C)* Intermediate Spanish 6 credits
(Prerequisites: Spanish 101-102, or equivalent, as determined by placement exam) Grammatical review, written and oral composition with selected cultural readings of intermediate difficulty.

SPAN/PS 295 Drs. Parsons and Kocis
(C,D,S)Contemporary Mexican Culture and Language 6 credits
A six-credit intersession travel course to Guadalajara, Mexico for three credits in Humanities (foreign language area, intermediate and/or advanced level), three credits in the social sciences (political science area), as well as cultural diversity credit. The course in team-taught by University of Scranton faculty from the Departments of Foreign Languages and History/Political Science with assistance from Mexican faculty at UNIVA.

SPAN 296 Dr. Ledford-Miller
(C, D)Topics in the Culture, Civilization, and Literature of Latin America 3 credits
(Prerequisite: An introduction to literature course in the Department of English or Foreign Languages). This travel course aims to develop understanding of the culture, literature and civilization of Latin America (i.e., Brazil and Spanish America). The topic and the region of Latin America studied may change; thus, this course may be repeated for credit when appropriate. Lecture, discussions and readings in English. Students desiring credit in Spanish must do all readings and writing in Spanish as well as meet independently with the professor for discussion in Spanish.

SPAN 310 Staff
*** Medical Spanish** 3 credits
(Prerequisites: SPAN 211-212, or equivalent) Designed for the student who plans to work in any area of health care, this course focuses on the needs and problems of Spanish-speaking patients. Students learn specialized vocabulary and improved communicative ability through conversation and composition, and students develop an increased awareness of health issues often of particular concern to Hispanics.

SPAN 311 Staff
(C, D)Spanish Conversation 3 credits
(Prerequisites: SPAN 211-212, or equivalent, as determined by placement exam) Reading-based conversation stressing development of self-expression in Spanish. Practice in oral composition.

SPAN 312 Staff
(C,W)Spanish Composition 3 credits
(Prerequisite: SPAN 212 or equivalent) Intensive writing practice stressing grammar, writing analysis, and composition.

SPAN 313 Staff
*** Spanish Culture and Civilization** 3 credits
(Prerequisites: SPAN 311-312, or equivalent) An overview of the diverse historical, political, religious and artistic factors that have determined the cultural make-up of the peoples of the Iberian peninsula.

SPAN 314 Staff
***(D, W)Topics in Latin-American Culture and Civilization** 3 credits
(Prerequisites: SPAN 311-312, or equivalent) The course examines the diverse cultural, historical, linquistic, religious, and political features of Latin America. Content will vary according to the cultural/geographic region examined, and course therefore may be repeated for credit.

SPAN 319 Dr. Parsons
*** Business Spanish** 3 credits
(Prerequisites: SPAN 311-312, or equivalent) Overview of the spoken and written language of the Spanish business world. Formalities and conventions of letter writing, banking, import/export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance and international commerce within a contemporary cultural setting.

SPAN 320 Staff
(C)Introduction to Literature 3 credits
(Prerequisites: SPAN 311-312, or equivalent) An introduction to the principal genres of literature (poetry, short story, essay, drama and novel) through analysis of representative works in the Hispanic tradition. Required prerequisite for all upper-division literature courses.

SPAN 321 Staff
*** Advanced Stylistics** 3 credits
(Prerequisites: SPAN 311-312, or equivalent) Designed to achieve more sophisticated use of Spanish, both verbally and in writing. Includes intensive examination of compositions and translation exercises, as well as discussion of areas of particular difficulty for the non-native speaker (e.g. false cognates and unfamiliar structures.)

SPAN 323 Staff
*** Contemporary Issues** 3 credits
(Prerequisite: SPAN 311-312 or equivalent) A conversation-intensive course. Discussion and reports based on readings in a broad range of current periodicals and focusing on issues of relevance to the Hispanic world and to the particular career or interest areas of students.

SPAN 330 Staff
(C)History of Spanish Literature 3 credits
(Prerequisite: SPAN 320) Study of Spanish literature from Cantar de Mio Cid to twentieth century, with emphasis on main literary currents in each century.

SPAN 331 Staff
(C,D)Survey of Spanish-American Literature 3 credits
(Prerequisite: SPAN 320) A survey of Spanish-American literature from the Sixteenth century to the present, with representative readings from each of the principal cultural areas.

SPAN 421 Dr. Parsons
Twentieth Century Spanish Drama 3 credits
(Prerequisite: SPAN 320) Peninsular drama of the twentieth century including dramatic forms after Buero Vallejo and new directions of Spanish theater in post-Franco era.

SPAN 422 Dr. Parsons
Spanish-American Drama 3 credits
(Prerequisite: SPAN 320) Spanish American drama from the late nineteenth century to the present, with emphasis on contemporary trends.

SPAN 425 Dr. Ledford-Miller
Hispanic Detective Fiction 3 credits
(Prerequisite: SPAN 320) An examination of the two schools of detective fiction (the hard-boiled and the puzzle) in Hispanic literature (short story and novel).

SPAN 427 Staff
Topics in Spanish Prose 3 credits
(Prerequisite: SPAN 320) Prose fiction of nineteenth and 20th century Spain. Content may vary and course may therefore be repeated for credit with consent of Department chair.

SPAN 429 Staff
Topics in Spanish-American Prose 6 credits
(Prerequisite: SPAN 320) Prose fiction of Spanish America. Content may vary and course may therefore be repeated for credit with consent of Department chair.

SPAN 430 Staff
Hispanic Women Writers 3 credits
(Prerequisite: SPAN 320) This course examines writing by Hispanic women, including prose, poetry, drama and essays, and investigates the social, political, aesthetic, and feminist contexts of their writing. Cross-listed with Women's Studies Concentration (see p. 38).

SPAN 431 Staff
Spanish American Short Story 3 credits
(Prerequisite: SPAN 320) The development of the short story as a literary genre in Spanish America from the beginning of the 19th century to the present.

SPAN 433 Staff
Hispanic Lyric Poetry 3 credits
(Prerequisite: SPAN 320) The development of lyric poetry in the Spanish-speaking world. Examples of early poetry in Spain and Spanish America are studied to establish an awareness of the Hispanic lyric tradition, but the main focus of the course is on twentieth century Spanish America and such figures as Gabriela Mistral, Pablo Neruda, and Cesar Vallejo.

SPAN 435 Staff
The Literature of Social Protest 3 credits
(Prerequisite: SPAN 320) Serious social and political literature in Spain and Spanish America.

SPAN 436 Dr. Parsons
The Hispanic Satirical Tradition 3 credits
(Prerequisite: SPAN 320) An examination of satirical writings beginning with Juan Ruiz, Quevedo, and Sor Juana Ines de la Cruz, and continuing through such modern masters as Pio Baroja, Garcia Marquez, and Juan Jose Arreola.

SPAN 482-483 Staff
Guided Independent Study Variable Credit
(Prerequisites: SPAN 311-312, or equivalent) A tutorial program open to junior and senior students only. Content determined by mentor.

CLASSICAL LANGUAGES

GREEK

GRK 111-112 Staff
(C)Elementary Greek 6 credits
An intensive course in the fundamentals of Classical Greek grammar.

GRK 113-114 Staff
New Testament Greek 6 credits
A systematic introduction to the fundamentals of the grammar of Koine Greek as it is found in the New Testament.

GRK 205 Dr. Petrovic
(D)Legacy of Greece and Rome 3 credits
Survey of the artistic and cultural treasures of classical Greece and Rome with a focus on their enduring legacy in our own civilization.

GRK 207 Dr. Wilson
Roots of Greek in English 3 credits
The relationship of both Greek and English to the other languages of the Indo-European family; the Greek elements that have come into English are presented: e.g., bases, prefixes, numerals, hybrids, etc. A study of the 20-25% English words which come from Greek, particularly in scientific fields.

GRK 211-212 Staff
Intermediate Greek 6 credits
(Prerequisites: Greek 111-112 or equivalent) Review of fundamentals. Readings from Zenophon, Euripides, and the New Testament.

GRK 213 Dr. Wilson
(C, D, W)Classical Greek Literature and Mythology 3 credits
This course examines the role that mythology played in Greek literature, and examines the changing attitudes of the Greeks towards the Olympian gods from Homer to the fourth century B.C. All readings and lectures in English.

GRK 220 Dr. Wilson
Ancient Civilization: Greece 3 credits
The political, constitutional, and cultural history of Greece from the earliest times to the death of Alexander the Great. All readings and lectures in English.

GRK 311-312 Staff
Readings in Greek Literature 3-6 credits
(Prerequisites: GRK 211-212 or equivalent) Selections from Greek writers to suit the students' special interests.

GRK 482-483 Staff
Guided Independent Study Variable Credit
(Prerequisites: GRK 211-212 or equivalent) A tutorial program open to junior and senior students only. Content determined by mentor.

LATIN

LAT 111-112 **Staff**
(C)Elementary Latin 6 credits
An intensive course in the fundamentals of Latin. Reading and composition.

LAT 205 Staff
History of Latin Literature 3 credits
A survey of Roman and post-Roman Latin literature. The course is taught in English. No Latin prerequisite.

LAT 207 Dr. Wilson
Roots of Latin in English 3 credits
The relationship of both Latin and English to the other languages of the Indo-European family; the Latin elements that have come into English are presented: bases, prefixes, numerals, hybrids, etc. Approximately 60-65% of English words come from Latin.

LAT 211-212 **Staff**
(C)Intermediate Latin 6 credits
(Prerequisites: LAT 111-112 or equivalent) Review of fundamentals. Reading of selections from Caesar, Cicero and Virgil.

LAT 213 Dr. Wilson
(C, D, W)Classical Roman Literature and Mythology 3 credits
The course examines the role that mythology played in Roman literature, and examines the changing attitudes of the Romans toward the divinities manifested in literature from Plautus to Apuleius. All readings and lectures in English.

LAT 220 Staff
Ancient Civilization: Rome 3 credits
The political, constitutional, and cultural history of Rome from the earliest times to the end of the Western empire. All readings and lectures in English.

LAT 311-312 Dr. Wilson
Readings in Latin Literature 3-6 credits
(Prerequisites: LAT 211-212 or equivalent) Selections from Latin writers to suit the students' special interests. Topics will vary from year to year; the course may, therefore, be repeated for credit.

LAT 482-483 Staff
Guided Independent Study Variable credit
(Prerequisites: LAT 211-212) A tutorial program open to junior and senior students only. Content determined by mentor.

LIT 105 Staff
(C,D)Introduction to World Literature in Translation 3 credits
This course introduces students to significant works in English translation of world literature, while introducing the genres of narrative (fiction and non-fiction), poetry, and drama, and the critical terminology needed to discuss them. Taught in English. Readings may vary.

LIT 205 Staff
(C, D, W)Modern Latin-American Literature in Translation 3 credits
A survey in English of twentieth century Latin American writers, including Gabriel Garcia Marquez (Colombia), Jorge Luis Borges (Argentina), Rigoberta Menchu (Guatemala), Carlos Fuentes (Mexico), Joaquim Maria Machado de Assis (Brazil) and Isabel Allende (Chile). Introduction to major literary movements, such as the "Boom" and "magical realism," which have influenced writers in the US, Europe and elsewhere.

LIT 206 Dr. Ledford-Miller
Travelers and Their Travels 3 credits
An examination of the history and literature of travel as expressed in a variety of both fictional and non-fictional accounts.

LIT 207 Dr. Ledford-Miller
(C, D, W)Literature of American Minorities 3 credits
Examination of racial and ethnic groups from the settlement of America until present day. Examination of the historical context and current situation of Native Americans, Afro-Americans, Hispanic Americans, Asian Americans, Women-as-minority, and other marginalized groups. Readings from literature and other disciplines. Cross-listed with Women's Studies Concentration (see p. 42).

LIT 208 Dr. Petrovic
(C,D)French Masterpieces in English Translation 3 credits
(Formerly Fren 205) The study of selected major works from the leading French writers of the nineteenth and twentieth century that have made an important contribution to the development of Western civilization. Such authors as Stendhal, Flaubert, Gide, Proust, Camus and Malraux will be discussed.

LIT 209 Dr. Petrovic
(C,D)Masterworks of Russian and Slavic Literature 3 credits
A survey of major literary achievements of Slavic peoples. Dostoyevsky, Tolstoy, Cosic, Sienkiewicz and Solzhenitsyn will be read. No knowledge of Slavic languages is required. All readings and lectures are in English.

LIT 384 Dr. Ledford-Miller
(C,D)Special Topics in American Minority Literature 3 credits
This course examines a particular minority group in American society through texts written by and about that group. Representative groups include, for example, Native Americans, African Americans, Asian Americans, Hispanic Americans, and Women. This course may be repeated for credit when content varies.

Dr. Habib Zanzana, assistant professor of foreign languages and literatures, instructs students in the language laboratory.

HISTORY

DR. DeMICHELE, *Chairperson*

The department aims: 1. to train the student in solid historical methodology; 2. to present history as the study of interdependent human activities and concrete events which have social significance; 3. to engender an intelligent and critically sympathetic understanding of various civilizations and cultures.

Outstanding students are eligible for consideration in the Combined Baccalaureate/Master's Degree program (please refer to the section on The Graduate School, page 269, and to the Graduate School Catalog for specifics of the program). Through careful utilization of intersession and summer sessions, it is possible to complete both the B.A. and M.A. degrees within a four year period. Contact the chair or the graduate program director of the department for additional information.

See the Pre-Law section earlier in the catalog for details of the department's success in this area.

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR	HIST 110-111	United States History	3	3
MAJOR	HIST 120-121	Europe: 1500 to Present	3	3
GE SPCH-WRTG	WRTG 107-COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Computer Information Literacy	3	
GE QUAN	QUAN ELECT	Quantitative Reasoning		3
GE T/RS	T/RS 121	Theology I		3
GE PHIL	PHIL 120	Intro to Philosophy	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
MAJOR	HIST 140[2]	Research Methods	3	
MAJOR	HIST ELECT	Electives	3	6
COGNATE	COGNATE ELECT[1]	Electives	3	3
GE S/BH	S/BH ELECT	Social/Behavioral Elective	3	3
GE T/RS	T/RS 122	Theology II		3
GE PHIL	PHIL 210	Ethics	3	
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	HIST ELECT	Electives	6	3
COGNATE	COGNATE ELECT[1]	Electives	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	ELECT	Free Electives	3	3
GE PHIL-T/RS	PHIL or T/RS	Elective		3
			18	18
		FOURTH YEAR		
MAJOR	HIST 490 or 491[3]	Seminar-Elective	3	3
COGNATE	COGNATE ELECT[1]	Electives	6	6
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	ELECT	Free Electives	3	3
			15	15
			TOTAL: 130 Credits	

[1] Students may use cognate electives to develop a second major.

[2] Department requires HIST 140, The Craft of the Historian, for history majors; students admitted to 4-year BA/MA program are recommended to take HIST 500, Research Methods. No student should take both Research Methods courses.

[3] Senior History majors are required to take HIST 490 or HIST 491.

MINOR. A minor in History (18 credits) should include History 110-111 or 120-121 plus any four additional history courses at the 200 level or above..

HIST 110-111 Staff

(C)History of the United States 6 credits

The United States from the time of its European beginnings to the present with special emphasis on the history of Pennsylvania; colonial origins to Reconstruction; Gilded Age to the modern era.

HIST 120-121 Staff

(C)Europe, 1500 to the Present 6 credits

European history with concentration upon the political aspects of European development. The rise of national monarchies; political, social, economic and intellectual developments; industrialism, the new nationalism and liberalism.

INTERNATIONAL STUDIES

A major in International Studies seeks to provide the student with a full recognition and understanding of the multitudinous forces which shape the contemporary world – nationalism, wars, political and economic ideologies, cultural differentials, and modern technology. Such a broad knowledge and understanding of world affairs can be utilized in careers in teaching, international business, the legal profession, journalism, the Foreign Service of the United States and other government agencies.

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
MAJOR	HIST 110-111	United States History	3	3
COGNATE	PS 130-131	American National Government	3	3
COGNATE	LANG 101-102 or 211-212	Elementary or Intermediate	3	3
GE SPCH-WRTG	WRTG 107-COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Computer Information Literacy	3	
GE QUAN	QUAN ELECT	Quantitative Reasoning Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
MAJOR	HIST 120-121	Europe: 1500 to Present	3	3
MAJOR	PS 212-213	Internat'l Re.l - Geopolitics	3	3
MAJOR	GEO 134	World Regional Geography		3
COGNATE	LANG	Intermediate or Advanced	3	3
GE T/RS-PHIL	T/RS 121-PHIL 120	Theology I-Intro. to Philosophy	3	3
GE ELECT	ELECT	Elective	3	
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	HIST or POL SCI[1]	Electives	3	3
GE S/BH	ECO 153-154	Prin. of Micro-Macro Econ.	3	3
GE NSCI	NSCI ELECT	Electives	3	3
GE HUMN	HUMN ELECT	Electives	3	3
GE ELECT	ELECT	Electives	3	3
GE T/RS-PHIL	T/RS 122-PHIL 210	Theology II-Ethics	3	3
			18	18
		FOURTH YEAR		
MAJOR	I.S. 390 ELECT	Seminar-Elective	3	3
MAJOR	HIST or PS[1]	Electives	3	3
COGNATE	ELECT	Electives	3	3
GE HUMN	HUMN ELECT	Electives	3	3
GE ELECT	ELECT	Elective		3
GE PHIL or T/RS	PHIL or T/RS	Elective	3	
			15	15

TOTAL: 130 Credits

[1]Major electives to be selected from PS 215, PS 217, PS 218, PS 221, PS 222, PS 223, PS 227, PS 295, PS 315, PS 316, PS 326, PS 328, PS 332, PS 338; HIST 211, HIST 214, HIST 215, HIST 217, HIST 219, HIST 226, HIST 234, HIST 235, HIST 295, HIST 335, HIST 338, HIST 339, HIST 140; Research Methods, is recommended.

A minor in International Studies (18 credits) should include HIST 110, and 111, PS 130 and 131 plus two additional courses from the following: PS 212, PS 213, PS 215, PS 217, PS 218, PS 221, PS 222, PS 223, PS 227, PS 295, PS 315, PS 316, PS 326, PS 332, PS 338; HIST 211, HIST 214, HIST 215, HIST 217, HIST 219, HIST 226, HIST 234, HIST 235, HIST 295, HIST 335, HIST 338, and HIST 339.

HIST 140 Staff
(W) The Craft of the Historian 3 credits
Introduction to the craft of the historian including the techniques of historical study, research and writing as well as historiography. Students will be given various exercises dealing with both primary and secondary sources to enable them to think historically through writing exercises based on historical questions.

HIST 210 Dr. Homer
History as Biography 3 credits
An exploration of the nature of biography and its relationship to the study of the past. Biographies of several major figures from the modern era will be read and studied to exemplify different biographical techniques and their utility as means of historical inquiry.

HIST 211 Dr. Domenico
The Third World: Empire to Independence 3 credits
(Formerly H/PS 238) A study of the developing nations with the developed nations in the contemporary world.

HIST 212 Dr. DeMichele
(D)Rebels, Rogues, and Reformers 3 credits
A sociological cross-cultural, and psychohistorical approach to those folk heroes, political "expropriators" and bandits whose spectacular exploits have been romanticized and preserved through the centuries. Figures such as Robin Hood, Cartouche, Pancho Villa, Jesse James, Che Guevara and others will be considered.

HIST 213 Dr. DeMichele
Great Discoveries 3 credits
Historical analysis and assessment of the great scientific discoveries and technological developments of mankind from the Age of the Renaissance to the space age.

HIST 214 Dr. DeMichele
(C,D)History of Contemporary World Politics 3 credits
(Formerly H/PS 214) Deals directly with the history of the political, economic, and social issues that are current in international affairs including the future possibilities of world order and the crises of foreign policy-making.

HIST 215 Prof. Buckley
Modern Economic History 3 credits
A comparative approach to the historical economic development of Europe and America from early modern to modern times including a study of economic principles, theories, and issues.

HIST 216 Dr. Domenico
(C, D) Race in American History 3 credits
The course studies the role of race in American history from the colonial era to the present, focusing on the experience of African-Americans with consideration given to other racial and ethnic groups. Topics include: slavery; "Jim Crow" laws; the Ku Klux Klan; black migration of the twentieth century; African-American community life; and the civil rights struggle.

HIST 217 Dr. Hueston
(C)History of American Catholicism 3 credits
A survey of the significant events, trends, and individuals reflecting the Catholic experience in America from the earliest colonial settlements to the post-Vatican era.

HIST 218 Dr. Homer
Total War 3 credits
Examination of the tactics, strategy, and global significance of World War II. The logistics and scope of the conflict. Importance of propaganda, patriotism and the people. Film-seminar approach. Film fee.

HIST 219 Dr. DeMichele
(C,D)Modern World History 3 credits
A study of change and development in the world during the twentieth century. Emphasis on cultural, economic, and political differences between Western and non-Western states.

HIST 220 Dr. Homer
War and Modern Society 3 credits
(Formerly H/PS 215) Role of military force in international relations; historical background focusing on wars, American and European, of 19th and 20th century; theories of function of war; arms control and deterrence of war.

HIST 221 Dr. Conover
(C, D)The American West 3 credits
A study of acquisition, settlement, and development of the Trans-Mississippi West, including the mining, cattleman's and farmers' frontiers; Indian removal, and Manifest Destiny in Texas and Oregon.

HIST 222 Dr. Champagne
History of American Presidential Elections 3 credits
A study of the candidates, issues and campaigns in American Presidential elections from Washington to Kennedy. The course will also examine the evolution of the electoral process and the relationship between political parties.

HIST 223 Dr. Buckley
Introduction to Irish History 3 credits
An introduction to Irish History which surveys the principal political, social, economic and intellectual changes in Irish life since the time of the pre-Celtic peoples. Topics will include: Celtic civilization; the coming of christianity; the Norman invasion; the English connection; Irish nationalism; and the "troubles" in Northern Ireland.

HIST 224 Dr. DeMichele
(C,D)Ethnic & Racial Minorities in Northeastern Pennsylvania 3 credits
(Formerly H/PS 224)Film-seminar approach to study of various ethnic groupings in Northeastern Pennsylvania. Seeks to achieve better understanding of the immigrant's problems and his accomplishments through use of documentary and feature films.

HIST 225 Staff
Imperial Russia 3 credits
From the crystallization of political forms in the ninth century through the Kievan State, Mongolian Invasion, rise of Muscovy to the Eurasian Empire from the seventeenth to the end of the nineteenth century.

HIST 226 Staff
Russian Revolution and Aftermath 3 credits
A study of the development of radical thought in nineteenth and twentieth century Russia. Analysis of various factors and forces at work in revolutionary Russia. Lenin, War Communism, NEP, Stalin.

HIST 228-229 Dr. Shaffern
Ancient History 6 credits
A survey of ancient civilizations of the Near East and Mediterranean worlds. The culture, society and science of Mesopotamia and Persia; Egypt – the Gift of the Nile; the ancient Israelites; heroic, archaic, classical and Helenistic Greece; republican and imperial Rome; the origins of Christianity.

HIST 230-231 Dr. Shaffern
Medieval History 6 credits
The civilization of medieval Christendom from the fall of the Roman Empire to the beginning of the fourteenth century; its religious, social, economic, cultural and political aspects; the relationship between church and society, belief and life style, ideal and reality; the interaction between Western Christendom, Byzantium and Islam.

HIST 232 Dr. DeMichele
England, 1485 to 1714 3 credits
The end of the Wars of the Roses; Tudor Absolutism, Henry VIII and Reformation; Elizabeth I; Renaissance and Elizabethan music and literature; the Stuarts; Colonialism; Commonwealth; Restoration; the Revolution of 1688; Reign of Anne.

HIST 233 Dr. DeMichele
England, 1714 to Present 3 credits
Parliamentary rule; Cabinet government; Political parties; Industrial Revolution; nineteenth Century reforms; building of a British Empire; World War I; problems of readjustment; World War II; Britain and the world today.

HIST 234-235 Staff
Latin America History 6 credits
(Prerequisite: for HIST 234, HIST 120; for HIST 235, 234) Pre-Colombian America; the Spanish and Portuguese Colonial area, developments to the early nineteenth century. The Latin American Republics, Castroism, The Alliance for Progress, with special stress on inter-American problems.

HIST 236 Dr. Homer
Modern Germany: 3 credits
Unification & Empire
The 1815 Confederation; 1848 and the failure of liberalism; the Age of Bismarck; Wilhelm II and the "New Course," World War I and the Collapse of the Empire.

HIST 237 Dr. Homer
Modern Germany: 3 credits
The twentieth Century
The troubled birth of the Weimar Republic: the Ruhr Crisis; the Stresemann Era; economic collapse and the rise of Nazism; the Third Reich, and World War II; the two Germanies and the "economic miracle."

HIST 238 Dr. Poulson
(D)History of American Women: 3 credits
From Colonization to Mid-nineteenth Century
A study of American women from the colonial era to the mid-nineteenth century. Changes in the family, the workforce, women's participation in politics and reform movements, and Native-American and African-American women.

HIST 239 Dr. Poulson
(D)History of American Women: 3 credits
From Mid-nineteenth Century to the Present
A study of American women since the mid-nineteenth century. The effects of industrialization on the family, women's participation in the workforce, the Depression and the family, women and war, the feminist movement, and the conservative response.

HIST 240 Dr. Domenico
(D)Modern Italy 3 credits
This course will examine major developments in Italian history from the Napoleonic invasion until current crises of the Republic. Important themes for discussion will be the unification movement, the liberal state, Fascism and anti-Fascist resistance, the postwar Republic, cultural and social change, and economic development.

HIST 241 Dr. Shaffern
Law in the Western Tradition 3 credits
A survey of ideas about law in Western civilization from antiquity until the Civil War. Emphasis on the legal systems, such as the Hebrew, the Athenian, the Roman, the German, and the Catholic, that influenced the modern ideas about the law.

HIST 295 Dr. DeMichele
Britain: Past and Present 3 credits
Combines with travel experience in Great Britain to introduce the student to the major historical, cultural, political, economic and social events in Britain's past and present.

HIST 310 Dr. Champagne
Colonial America, 1607-1763 3 credits
The European background of the Age of Discovery; the founding of the British-American colonies; their political, economic and cultural development; British colonial policy and administration; the development of an American civilization.

HIST 311 Dr. Champagne
American Revolution, 3 credits
1763-1789
Background to the War for Independence; British imperial policy; the development of economic and ideological conflicts; the military contest; British ministerial policy and the parliamentary opposition; the Confederation; the formation of the Constitution.

HIST 312 Dr. Champagne
The Early National Period of American History, 1789-1824 3 credits
Beginning of the New Government; politics and diplomacy in the Federalist Era; Jeffersonian Democracy; the War of 1812; nationalism and sectionalism, Marshall and the rise of the Supreme Court.

HIST 313 Dr. Champagne
The Age of Andrew Jackson, 1824-1850 3 credits
Politics and Society in the Jacksonian Era, Slavery and the antislavery crusade, American expansion in the 1840's; the Mexican War; the emergence of the slavery issue.

HIST 314 Fr. Masterson
Civil War & Reconstruction 3 credits
Crisis Decade, disintegration of national bonds; The War: resources, leadership, strategy, politics, monetary policy, diplomacy; Reconstruction: realistic alternatives, presidential and congressional phases, effects in North and South.

HIST 315 Dr. Kennedy
The Emergence of Modern America: 1900-1929 3 credits
(Prerequisites: HIST 110 & 111) American society from the age of Theodore Roosevelt and Woodrow Wilson to the "New Era" of the Roaring Twenties. Topics include Progressive reform movements, World War I and cultural conflict in the 1920's.

HIST 316 Dr. Poulson
(C)From Depression to Cold War: 1929-1960 3 credits
A study of American society from the Great Depression to the election of 1960. The course will focus on the New Deal; American entry into World War II; the origins of the Cold War; and America in the age of "consensus".

HIST 317 Dr. Hueston
History of United States Immigration 3 credits
(Prerequisites: HIST 110 & 111) A study of immigration to the United States with emphasis on the period from the Revolution to the restrictive legislation of the twentieth century. Motives and characteristics of immigration. Experiences of newcomers.

HIST 318 Dr. Hueston
A History of American Assimilation 3 credits
(Prerequisites: HIST 110 & 111) The history of assimilation (or adjustment) of immigrants to American life. Nativism from pre-Civil War days to the 1920's. The "Old Immigration" and the "New Immigration" considered in the social, political, economic, and religious contexts of their eras. Special problems of the second generation from the 1850's to the 1960's.

HIST 319-320 Dr. Shaffern
Byzantine Civilization 6 credits
The Byzantine Empire from its origins in the fourth century to its collapse in the 15th; the political and economic growth of the Empire with emphasis on its art and religion.

HIST 321-322 Dr. Hueston
American Ideas and Culture 6 credits
(Prerequisites: HIST 110 & 111) History of American art, architecture, literature and thought. Colonial developments. The American enlightenment. The emergence of a national culture. Romanticism. Post-Civil War. Realism in American art and literature. The intellectual response to the industrial order. The American mind in the 1920's. The intellectual and cultural response to the depression. Post-World War II developments.

HIST 323 Dr. Shaffern
The Renaissance 3 credits
A study of culture in Italy from the fourteenth to the sixteenth centuries. Humanism, art, historiography and politics will be emphasized.

HIST 324 Dr. Shaffern
The Reformation 3 credits
The history of Europe during the era of religious revivalism (sixteenth century). The course will focus on the magisterial Protestant reformers, the Catholic Counter-Reformation and dynastic politics.

HIST 325 Staff
French Revolution to 1815 3 credits
(Prerequisite: HIST 120) Historical antecedents; the philosophies; the republicanism and the fall of the monarchy; Reign of Terror; the Directory; Napoleon; internal achievements; significance of the Spanish and Russian Campaigns; and War of Liberation.

HIST 326 Dr. Homer
Europe in the Age of Absolutism 3 credits
(Recommended for Background: HIST 120) A study of the major political, social, economic and intellectual movements in Europe from the rise of royal absolutism until the outbreak of the French Revolution.

HIST 327-328 Staff
France, 1814-1940 6 credits
France from the fall of Napoleon; the constitutional monarchies, the Second Republic, the Second Empire, and the Third Republic. The principal cultural movements of the period are covered, along with the political, social, and economic factors.

HIST 330 Dr. Domenico
Europe, 1815-1914 3 credits
(Formerly HIST 329-330; Prerequisite: Hist. 121) A study of nineteenth century Europe concentrating on The Congress of Vienna, and its aftermath, the Age of nationalism and Realism, European Dynamism and the non-European world, and the Age of Modernity and Anxiety.

HIST 331 Dr. Poulson
(C)Recent U.S. History: 1960 to the Present 3 credits
A study of American society since 1960. The course will focus on the New Frontier and Great Society; the Vietnam War; protest movements; Watergate; and the conservative response to these developments.

HIST 332 Dr. Kennedy
America in the Gilded Age 3 credits
(Prerequisites: HIST 110 & 111) American society in the age of industrialization and urbanization. Topics include the emergence of big business and labor conflict, immigration and the growth of cities, Populism, imperialism, and the Spanish-American War.

HIST 333-334 Dr. Domenico
Twentieth Century Europe 6 credits
World War I Treaty of Versailles; Russia becomes the USSR; the European struggle for security; Italian Fascism; Rise of Nazi Germany; Asia between the two wars. World War II, loss of colonial empires in Africa and Asia; development of the Cold War; Marshall Plan and NATO.

HIST 335 Staff
World War II, Cold War & Detente 3 credits
The diplomacy of World War II; the development of the Cold War between the U.S. and the U.S.S.R. and the adoption of the policy of detente.

HIST 336 Atty. Rosenberg
History of American Law 3 credits
(Prerequisite: HIST 110 and HIST 111) Traces the history of ideas and concepts utilized by the courts, legislature, organized bar and administrative agencies to solve legal problems: and shows how American legal thought and reasoning developed from Colonial days to the present.

HIST 337 Dr. DeMichele
English Constitutional and Legal History 3 credits
(Formerly H/PS 331-332) Anglo-Saxon basis; Norman political institutions; Magna Carta; beginnings of common law; jury system; Tudor absolutism; struggle for sovereignty; rise of House of Commons; democratic reforms; extension of administrative law.

HIST 338-339 Dr. Hueston
American Diplomatic History 6 credits
(Formerly H/PS 319-320; Prerequisites: HIST 110 & 111) A study of American diplomatic history and principles. The Revolution. Early American policies on isolation and expansion. The War of 1812. The Monroe Doctrine. Manifest Destiny. The Civil War. American imperialism and the Spanish-American War. Latin American diplomacy in the twentieth century. World War I. Attempts to preclude further war. World War II. Cold War. Contemporary problems.

HIST 340 Dr. Kennedy
History of Urban America 3 credits
(Prerequisites: HIST 110 & 111) The evolution of cities in the United States from the founding of colonial settlements to the end of the twentieth century. The nature of cities and urban life, the process and impact of urban growth, and the problems facing contemporary cities will all be considered.

HIST 490 Staff
Seminar in European History 3 credits
(Restricted to senior history majors and 4-year BA/MA history students) An analysis of selected topics in European history from the fifteenth to the twentieth century. Extensive readings. Historical research and writing stressed.

HIST 491 Staff
Seminar in American History 3 credits
(Restricted to senior history majors and 4-year BA/MA history students) An analysis of selected topics in American history from the Colonial era to the present. Extensive readings. Historical research and writing stressed.

GEOG 134 Dr. Conover
(S)World Regional Geography 3 credits
Introduces the major concepts and skills of geography. A regional approach stresses the five themes of geography including location, place, human environment interaction, movement and region.

GEOG 217 Dr. Conover
(S)Cultural Geography 3 credits
(Formerly H/GEOG 217) Study of the influence of geography on the origin, structure, and spread of culture. Focuses on describing and analyzing the ways language, religion, economy, government and other cultural phenomena vary or remain consistent from place to place.

IS 390 Staff
Seminar in International Studies 3 credits
(Formerly H/PS 390)) Required for International Studies majors. Other advanced undergraduates may take course with permission of the professor.

MATHEMATICS

DR. JASINSKI, *Chairperson*

The mathematics program balances algebra vs. analysis in its basic courses and pure vs. applied mathematics (including probability and statistics) in its advanced courses. Supporting courses balance traditional physics vs. contemporary computer science. Graduates have great flexibility: some continue study in mathematics or related fields, some teach, some become actuaries and some work in jobs which vary from programming to management. A student chapter of the Mathematical Association of America encourages early professionalism.

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE QUAN)	MATH 142-114	Discrete Structures-Analysis I	4	4
COGNATE	CMPS 134	Computer Science I	3	
GE C/IL	C/IL 102	Computer Information Literacy		3
GE SPCH-WRTG	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Philosophy-Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED	Physical Education		1
			17	17
		SECOND YEAR		
MAJOR	MATH 221-222	Analysis II-Analysis III	4	4
MAJOR	MATH 351	Linear Algebra		3
COGNATE (GE NSCI)	PHYS 140-141	Elements of Physics I-II	4	4
GE S/BH	S/BH ELECT	Social-Behavioral Electives	3	3
GE T/RS-PHIL	T/RS 122-PHIL 210	Theology II-Ethics	3	3
COGNATE	ELECT[2]	Elective	3	
			17	17
		THIRD YEAR		
MAJOR	MATH 446-447	Real Analysis I-II	3	3
MAJOR	MATH 448-449	Modern Algebra I-II	3	3
COGNATE	COGNATE ELECT[2]	Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	ELECT	Free Elective	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		FOURTH YEAR		
MAJOR	MATH ELECT[1]	Electives	3	3
MAJOR	MATH ELECT[1]	Electives	3	3
MAJOR	MATH ELECT[1]	Electives	3	
COGNATE	ELECT[2]	Electives	3	3
GE T/RS or PHIL	T/RS or PHIL	Elective		3
GE ELECT	ELECT	Free Electives	3	3
			15	15
				TOTAL: 130 Credits

[1] Electives for Mathematics majors: Major electives are selected from mathematics courses numbered above MATH 300; also PHYS 350, PHYS 351, CMPS 362 or CMPS 364. A student must select as an elective at least one of MATH 447 or 449, and at least two of MATH 312, 345, 460, 461. Additional courses numbered under Math 300 may be taken as free electives but not as major electives.

[2] Cognate electives must be used to complete a minor, a concentration, a second major, secondary education certification, or a package of courses pre-approved by the department.

MINOR. Mathematics minor must include MATH 114, 221, 222, and 351 and two additional electives chosen from mathematics courses numbered over 300 or PHYS 350.

The results of the placement tests administered during freshman orientation assist students and their advisors in choosing the proper beginning level mathematics sequence and the proper entry level within that sequence. If a course is a prerequisite for a second course, directly or indirectly, and a student receives credit for the second course then that student will not be allowed to register for the prerequisite course.

MATH 005
Algebra 3 credits
A study of algebra including factoring, exponents, radicals, graphing, and linear and quadratic equations. Enrollment is restricted to Dexter Hanley College students who are limited in algebra skills. Permission of the Dean of the Dexter Hanley College is required in order to enroll in this course. Credits count only as free elective.

MATH 101-102
(Q)Mathematics Discovery 3 credits each
Fundamental ideas of mathematics are used to encourage an appreciation of the influence of mathematics in our society. Topics exploring various aspects of mathematical reasoning and modeling are selected by the instructor in the effort to bring the excitement of contemporary mathematical thinking to the nonspecialist. Not open to students with credit for or enrolled in any mathematics course numbered above 102.

MATH 103
(Q)Pre-Calculus Mathematics 4 credits
An intensified course covering the topics of algebra, trigonometry, and analytic geometry. Not open to students with credit for or enrolled in MATH 109 or any calculus course.

MATH 104
(Q)Mathematics for Elementary Teachers 3 credits
Development of the mathematical skills needed for teaching mathematics at the elementary level. Concepts, processes, and applications of elementary mathematics. Open only to elementary education, special education and early childhood education majors.

MATH 106
(Q)Quantitative Methods I 3 credits
Topics from algebra including exponents, radicals, linear and quadratic equations, graphing, functions (including quadratic, exponential and logarithmic), and linear inequalities. Not open to students with credit for or enrolled in MATH 103 or MATH 109.

MATH 107
(Q)Quantitative Methods II 3 credits
(Prerequisite: Math 106 or equivalent) Topics from differential calculus including limits, derivatives, curve sketching, marginal cost functions and maximum-minimum problems. Integration. Not open to students with credit for or enrolled in MATH 114.

MATH 108
Quantitative Methods III 3 credits
(Prerequisite: Math 107 or 114) Topics from integral calculus including the definite and indefinite integral, techniques of integration, and multivariable calculus. Not open to students with credit for or enrolled in MATH 221.

MATH 109
(Q)Quantitative Methods in the Behavioral Sciences 4 credits
The mathematics necessary for elementary statistics: algebraic rules, logic, equations, functions,and linear regression. Particular attention paid to lines, parabolas, reciprocals, square roots, logarithms and exponentials. Intended for students from psychology and related disciplines. Not open to students with credit for or enrolled in Math 103.

MATH 114
(Q)Analysis I 4 credits
(Prerequisite: MATH 103 or equivalent) The beginning of a twelve credit sequence covering the topics of calculus and analytic geometry. Limits, differentials, integration. Fundamental Theorem.

MATH 142
(Q)Discrete Structures 4 credits
A study of symbolic logic, sets, combinatorics, mathematical induction, recursion, graph theory and trees. Intended for mathematics, computer science, and computer information systems majors, but open to other qualified students.

MATH 184-284-384-484
Special Topics 1-4 credits each
Topics, prerequisites, and amount of credit will be announced prior to preregistration.

MATH 202
History of Math 3 credits
Important mathematical discoveries in their historical context; the works of some prominent mathematicians and the practical significance of their accomplishments.

MATH 204
(Q)Special Topics of Statistics 3 credits
Study of the computational aspects of statistics; hypothesis testing, goodness of fit; nonparametric tests; linear and quadratic regression, correlation and analysis of variance. Not open to students who have credit for or are enrolled in an equivalent statistics course (e.g. PSYC 210), MATH 312 or MATH 314.

MATH 221
Analysis II 4 credits
(Prerequisite: MATH 114) Topics include: applications of the definite integral, Transcendental functions, methods of integration, improper integral, parametric equations, polar coordinates, and indeterminate forms.

MATH 222
Analysis III 4 credits
(Prerequisite: MATH 221) Topics include: infinite series, vectors, solid analytic geometry, multivariable calculus, and multiple integration.

MATH 312
Probability Theory 3 credits
(Prerequisite: MATH 221) Basic concepts of probability theory, random variables and their distribution functions; limit theorems and Markov chains.

MATH 314
Statistics 3 credits
(Prerequisite: MATH 312) Measure of central tendency, measure of dispersion, continuous random variables, expected value, moments, confidence intervals, hypothesis testing, regression, and correlation.

MATH 320
Chaos and Fractals 3 credits
(Prerequisite: One math course beyond MATH 221 and one CMPS course or equivalent experience) Study of chaotic dynamical systems and fractal geometry. Topics from discrete dynamical systems theory include iteration, orbits, graphical analysis, fixed and periodic points, bifurcations, symbolic dynamics, Sarkovskii's theorem, the Schwarzian derivative, and Newton's method. Topics from fractal geometry include fractal, Hausdorff, and topological dimension, L-systems, Julia and Mandelbrot sets, iterated function systems, the collage theorem, and strange attractors.

MATH 325
History and Philosophy of Mathematics 3 credits
(Formerly MATH 430; Prerequisite: Math 222 and either MATH 142 or a MATH course numbered 300 or above, or permission of the instructor) A study of the history of mathematics with emphasis on twentieth century issues. Writing intensive.

MATH 330
Actuarial Mathematics 3 credits
(Prerequisite: MATH 221) Theory of interest, accumulation and discount, present value, future value, annuities, perpetuities, amortizations, sinking funds, and yield rates.

MATH 341
Differential Equations 4 credits
(Prerequisite: MATH 222) Treatment of ordinary differential equations with applications. Topics include: first-order equations, first-order systems, linear and non-linear systems, numerical methods, and Laplace transforms. Computer-aided solutions will be used when appropriate.

MATH 345
Geometry 3 credits
Euclidean, non-Euclidean, and projective geometry. Transformations and invariants.

MATH 346
Number Theory 3 credits
(Prerequisite: MATH 114) Topics include divisibility, the Euclidean Algorithm, linear diophantine equations, prime factorization, linear congruences, some special congruences, Wilson's theorem, theorems of Fermat and Euler, Euler phi function and other multiplicative functions, the Mobius Inversion Formula.

MATH 351
Linear Algebra 3 credits
(Prerequisite: MATH 221) Vector spaces, matrices, determinants, linear transformations, eigenvalues, eigenvectors, inner products, and orthogonality.

MATH 446
Real Analysis I 3 credits
(Prerequisite: MATH 222) Topics include: the algebra and topology of the real numbers, functions, sequences of numbers, limits, continuity, absolute and uniform continuity, and differentiation.

MATH 447
Real Analysis II 3 credits
(Prerequisite: MATH 446) Selections from: integration theory, infinite series, sequences and infinite series of functions, and related topics.

MATH 448
Modern Algebra I 3 credits
(Prerequisite: MATH 351) Fundamental properties of groups, rings, polynomials, and homomorphisms.

MATH 449
Modern Algebra II 3 credits
(Prerequisite: MATH 448) Further study of algebraic structures.

MATH 460
Topology 3 credits
(Prerequisite: MATH 446) Topological spaces: connectedness, compactness, separation axioms and metric spaces.

MATH 461
Complex Variables 3 credits
(Prerequisite: MATH 222) The theory of complex variables: the calculus of functions of complex variables, transformations, conformal mappings, residues and poles.

MATH 462
Vector Calculus 3 credits
(Prerequisites: MATH 222 and 351) The calculus of scalar and vector fields and of functions defined on paths or surfaces. Implicit Function, Green's, Strokes; and Gauss' Theorems. Applications.

INTD 224 Dr. Dutko
(Q, W)Science, Decision Making, and Uncertainty 3 credits
See description under Interdisciplinary courses, p.181 in this catalog.

MILITARY SCIENCE — Army Reserve Officer Training Corps (ROTC)

LTC. WETHERELL

ROTC is a totally flexible program that can be tailored to any individual student; especially those in their freshman and sophomore years. The objective of the program is to develop a pool of leaders who are qualified to become officers in the active or reserve forces of the U.S. Army. The Military Science program at the University of Scranton was selected as the "Best Unit" for 1997 in the First ROTC Region that encompasses the entire third of the United States.

Military Science instruction for University of Scranton students is offered on-campus, through the Military Science Department. Two-year and four-year programs are offered, both of which lead to a commission as an officer in the United States Army. To obtain this commission, qualified male and female students must pass an aptitude test, a physical examination, and complete either the two-or four-year program of approved Military Science courses. Most students take one course per semester of the basic course program, (freshmen and sophomore years), and one course per semester of the advance courses (junior and senior years). All contracted students in the advanced courses, (junior and senior years), will receive a $150 per month subsistence allowance. Uniforms, equipment, and textbooks required for Army ROTC classes will be supplied by the Military Science Department.

Students qualify for entry into the Advance ROTC course (juniors/seniors/graduate students) in three ways:

(1) On Campus Courses: Most students take the introductory military science courses, of the basic military science program, on-campus during their freshmen and sophomore years. These courses allow them to participate in adventure training, and to learn about the opportunities and responsibilities of being an Army officer without incurring any obligation.

(2) Summer Programs: Students may also qualify through a paid, five-week, no obligation summer training session held in Fort Knox, Kentucky, which provides intensive military training equivalent to the instruction received by freshmen and sophomores in the basic course program.

(3) Advanced Placement: Students with any prior military service, members of the United States Army Reserves or National Guard, or former Junior ROTC members may qualify for advanced placement into the advanced Army ROTC program.

TWO YEAR PROGRAM: Available to qualified full-time students, (generally having a minimum of two academic years remaining to degree completion), who meet the criteria set forth in paragraphs (2) or (3) above. Application for this program should be made prior to the end of the spring semester of the sophomore year for those students not previously enrolled in Military Science instruction. Also available for accepted graduate students.

FOUR YEAR PROGRAM: Consists of attending the freshman and sophomore courses; students can begin as late as the fall semester of their sophomore year if approved by the department chairman. Enrollment in the first four courses of Military Science is accomplished in the same manner as any other college courses and carries no military obligation for non-scholarship students. Application to enroll in the Advanced Military Science courses should be made while enrolled in Military Science 202.

Each student is required to complete a paid, six-week Advanced Training Camp at Fort Lewis, near Seattle, Washington, normally after completing Military Science 302, in their junior year. Transportation, food, lodging, and medical and dental care are provided in addition to base pay.

SCHOLARSHIPS: There are significant scholarship opportunities for ROTC students. Scholarships pay up to $16,000 for tuition, $450 for books, and $1500 for spending money each year. Freshmen and sophomores can apply for 3 and 2 year full scholarships in January. Historically 85% of University of Scranton students who apply are scholarship winners.

Winners of full, high-school level, ROTC Scholarships are provided free room and board by the University of Scranton.

PARTNER IN NURSING EDUCATION (PNE): In 1996, the Army designated the University of Scranton as a PNE and sends five high school level ARMY ROTC Nursing Scholarship recipients to Scranton annually. Additionally, nursing students who complete the Army Nurse Summer Training Program (NSTP) receive 3 credits on their transcript towards Nursing 482 lab.

TRANSCRIPT CREDIT: Up to 15 Military Science credits can be counted on the transcript. Additionally, physical fitness training can count for the 3 required physical education credits and nurses receive 3 credits toward senior-year clinicals for Army NSTP.

MINOR IN LEADERSHIP

Leadership is the ability to get things done through others. American Military Leadership emphasizes total competence in one's field, coupled with an absolute respect of ethics. It is based on the knowledge of people, history, and current managment practices. The Military Science Department offers a minor in leadership that capitalizes on the classroom instruction offered in the above topics provided by several university departments. The minor also offers unique field experiences for students to practice leadership skills in demanding yet safe and controlled, training activities. The minor is open to all university students.

A minor in leadership requires 18 credits, at least 6 of which must be approved electives outside of the military science department. The student must take MS 301, MS 302, MS 401, MS 402 plus courses from the list of approved electives, and must complete a university internship approved by the instructor of record, the professor of military science. The student may choose electives from the following approved courses:

MS 101, 102	MGT 351	HIST 214	HIST 216	PS130,131
MS 201, 202	MGT 352	HIST 220	HIST 218	PS 227
MS 480	MGT 471	GEOG 134	HIST 219	PS 231
MS 481	MGT 490	S/CJ 234	HIST239	PS 232
PHED 138		CJ 237	PSYC 220	PS 213
		PSYC236	PS 327	
		PSYC 284*	PS 329	

The student must receive a grade of "C" or better in each course in order for it to count towards the minor, and the student must have an average of 3.0 in the courses counting toward the minor.

*Special Topics: Behavior Modification

MS 101-102

Concepts of Leadership I & II 2 credits

Instruction is designed to provide a very basic understanding of military knowledge while concentrating on the leadership skills and civic responsibilities important to all citizens. Students may elect to participate in many activities that produce expertise in rappelling, orienteering, first aid, swimming and marksmanship.

MS 111-112

Leadership Applications Laboratory 0 credits

Freshmen and sophomores are encouraged to participate in this elective. "Hands-on" instruction is designed to reinforce classroom training on weapons, first aid, tactics, leadership and militry drill.

MS 131-132

Advanced Leadership 0 credits
Applications Laboratory

Advanced course junior/senior students are required to attend. Hands-on reinforcement of classroom leadership training and military structures is conducted. Students plan resource and conduct the training under the supervision of regular army sergeants and officers. Juniors are tested in situations similar to those they will experience at their advanced summer camp.

MS 201-202

Dynamics of Leadership I & II 4 credits

Instruction is designed to familiarize the student with basic military operations and the principles of leadership. Students experience hands-on training with navigation and topographic equipment, first aid (including CPR) procedures, and military weapons.

MS 301-302

Military Leadership I & II 3 credits

(Prerequisite: MS 201-202, or equivalent) Instruction is designed to continue the development of leadership qualities and technical skills required in the military. Students teach freshmen and sophomores to use equipment and are graded in positions of responsibility. Students learn to plan, resource and execute effective training. The goal of the junior year is to prepare the student to excel at the advanced summer camp prior to their senior year. (2 credits awarded for MS 301, 1 credit for MS 302)

MS 401-402

Advanced Military Leadership 3 credits

Instruction is designed to prepare students to function as members of a military staff and concurrently continues leadership development. The Professor of military science teaches this course and mentors students prior to their first military assignment. The course covers briefing techniques, effective writing, army training systems, and the logistical and administrative support of military operations. (2 credits awarded for MS 401, 1 credit for MS 402)

MS 480

Internship in Military Science 2 credits
Advanced Leadership Camp

(Prerequisites:MS 301, MS 302, contracted status as a cadet) The Internship is a five-week experience of training and evaluation conducted at Fort Lewis, Washington. It gives the student the opportunity to practice the leadership theory acquired in the classroom. Each student executes at least seven major leadership missions and receives critique and mentoring continuously. ROTC cadets from all across the country participate. Students will spend at least 400 hours in the field. There is no cost to the student.

MS 481

Internship in Military Science Cadet 1 credit
Troop Leading

(Prerequisites: MS 301, MS 302, contracted status as a cadet) The Internship is a three-week experience of leadership training and mentoring as an understudy to a military officer in a US Army troop unit. It gives the student the opportunity to lead real soldiers responsible for a military mission. The intern will actually supervise the planning and execution of the units scheduled training. The intern receives continuous assessment and mentoring. Students spend at least 200 hours in the field. There is no cost to the student.

PHED 138

Physical Fitness Training 1 credit

A modern up-to-date program of fitness and health training. The one hour sessions are conducted before classes on Mondays, Wednesdays, and Fridays. The routine consists of stretching and warm-ups, followed by strengthening exercises, and concluding with an aerobic workout. There are a wide variety of activities including running, aerobics, swimming, gymnastic sports, weight lifting and the "Army Daily Dozen." Safety is a prime concern and all sessions are supervised by senior military sergeants and officers. This course is designed (but not required) to be counted towards the four credit PE requirement during the junior and senior years. This course may be audited and is open to all students.

NOTE: Candidates for an Army commission through Military Science are required by regulation to complete academic courses in the areas of communications skills, military history, and computer literacy. Generally, these requirements will be met by satisfying the University's general education requirements. Contact the professor of military science for specific requirements.

NEUROSCIENCE

DR. CANNON, *Director*

The foundation courses of this interdisciplinary curriculum are selected from the Biology, Psychology, and Chemistry departments. Depending upon the electives chosen, the program can prepare students for a variety of graduate programs within the field of neuroscience. Such graduate training may draw from a range of disciplines, including biology, psychology, anatomy, pharmacology, toxicology, biophysics, biochemistry and medicine. Students have ample research opportunities in laboratories that can support a diversity of behavioral, biochemical, neurophysiological and neuroanatomical investigations. The program is administered by an interdisciplinary committee.

	Dept. & Number	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE NSCI)	BIO 141-142	Gen. Biology I-II	4½	4½
COGNATE	CHEM 112-113	Gen. Analytical Chem. I-II	4½	4½
MAJOR (GE S/BH)	PSYC 110	Fundamentals of Psychology	3	
GE SPCH-WRTG	WRTG 107-COMM 100	Written Comm.-Oral Comm.	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE C/IL	C/IL 102	Computer Information Literacy		3
GE T/RS	T/RS 121	Theology I		3
			16	18
		SECOND YEAR		
MAJOR	BIOL 348	Neurophysiology		3
MAJOR	ELECT	Major Elective		3
MAJOR	PSYC 231	Behavioral Neuroscience	4½	
MAJOR	PSYC 210-330[1]	Psych. Statistics-Research Methods in the Behavioral Sciences	3	5
COGNATE (GE QUAN)	MATH 114	Analysis I	4	
GE T/RS-PHIL	T/RS 122-PHIL 120	Theology II-Intro. to Phil.	3	3
GE HUMN	ELECT	Humanities Elective	3	
GE PHED	PHED ELECT	Physical Education	1	2
			18½	16
		THIRD YEAR		
MAJOR	MAJOR ELECT	Major Electives	6-8	3-4
COGNATE	COGNATE ELECT	Cognate Electives	6-8	6-8
GE PHIL	PHIL 210	Ethics	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE S/BH	S/BH ELECT	Soc./Beh. Sciences Elective		3
			15-19	15-18
		FOURTH YEAR		
MAJOR	MAJOR ELECT	Major Elective	3-4	
COGNATE	COGNATE ELECT	Cognate Electives	6-8	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHIL or T/RS	PHIL or T/RS	Elective		3
GE ELECT	ELECT	Free Electives	3	12
			15-18	18
			TOTAL: 131½-141½ credits	

[1] PSYC 330 fulfills one of the **writing intensive** requirements of the general education program.

MAJOR: Total credits 42½-46½. Majors must take two electives from both Biology and Psychology. Psychology electives must be drawn from PSYCH 220, PSYCH 221, PSYCH 222, PSYCH 225, PSYCH 230, PSYCH 234, PSYCH 235, or, with permission of the director, PSYCH 284, or 384. biology electives must be drawn from those intended for biology majors. With permission of the director, Special Topics in Neuroscienc (NEUR 284) may be used to fulfill one Psychology or Biology elective requirement.

COGNATE: Total credits 28-33. Students should consider their projected graduate program when choosing cognate electives from the areas of chemistry, mathematics, physics, and computer science.

NEUR 384 Staff
Special Topics in Neuroscience 3-6 credits

(Formerly NEUR 170; Prerequisites: BIOL 141-142 and PSYCH 231) Course topics are developed by individual faculty to provide in-depth coverage of a specific area in neuroscience. Some courses have required or elective laboratory components. Course titles and descriptions will be provided in advance of registration.

NEUR 493-494 Staff
Undergraduate Research in Neuroscience 3-6 credits

(Formerly NEUR 160-161; Prerequisites: BIOL 141-142, PSYCH 231, Psych. 330, and permission of professor) Individual study and research on a specific topic relevant to neuroscience under the supervision of a faculty member. It is strongly recommended that this research be initiated during the junior year, and it is expected that the research will extend over a two-semester period.

PHILOSOPHY

DR. ROWE, *Chairperson*

The basic objectives of the Philosophy Department may be stated as follows:

1) To inspire the student to come to grips with the basic philosophical problems implicit in the experience of the self, others and the universe, together with the question of their relations to ultimate transcendence (God and immortality);

2) To lead the student to develop habits of clear, critical thinking within the framework of both an adequate philosophical methodology and accepted norms of scholarship;

3) To introduce the student to reading critically the great philosophers, past and present;

4) Finally, to help the student to formulate for himself or herself a philosophy of life or world-view consistent with the objectives of liberal education at a Catholic university.

For the AB degree in Philosophy, the major must take 24 credits (8 courses) in Philosophy in addition to the six required of all students. These 24 credits must include a logic course and at least two courses on the 300 or 400 level.

See also the Philosophy offerings in the SJLA Program described elsewhere in this catalogue.

Phil. 120, Introduction to Philosophy, is a prerequisite to any other philosophy course.

PHIL 120 Staff
Introduction to Philosophy 3 credits
The aim of this course is to awaken in the student an appreciation of the nature and method of philosophical inquiry through an examination of key texts that grapple with central questions in the history of philosophy.

PHIL 210 Staff
Ethics 3 credits
A critical examination of fundamental moral issues through close readings of seminal texts spanning the history of philosophy from ancient Greece to the present. The ethical theories of such philosophers as Plato, Aristotle, Augustine, Aquinas, Kant and Mill may be examined as major representatives of the Western philosophical tradition. Themes to be explored may include happiness, virtue, the nature of justice, free choice, conscience, natural law and obligation, God and morality.

PHIL 211 Drs. Klonoski, Black
Business Ethics 3 credits
This course is an application of standard philosophical principles and theories to the critical study of questions, issues, and problems that surround the moral conduct of business. Recommended for business majors.

PHIL 212 Dr. Baillie, Fr. McKinney
Medical Ethics 3 credits
(Prerequisite: Phil. 210) The course will introduce the student to the presence of basic ethical concerns in the practice and distribution of health care. The course will emphasize both current scholarship and the practical nature of the subject through the discussion of medical cases, ethical theories, and current readings. Recommended for those interested in the health care professions.

PHIL 213 Dr. Casey
Environmental Ethics 3 credits
(Prerequisite: Phil. 210) An introduction to environmental philosophy and the various ethical responses to the ecological crisis of the late twentieth century. Examines such issues as biocentrism vs. anthropocentrism, the relation between culture and nature, the environmental ethical debate.

PHIL 214 Dr. Nordberg
Computers and Ethics 3 credits
(Prerequisite: Phil. 210)) The computer revolution raises new ethical problems and presents novel aspects of traditional ethical issues. Ethical aspects of hacking, software piracy, computer aided decision making, protection of software by copyright, patent, trade secret laws, unauthorized use of computer resources, privacy and data-base security, program warranties and programmer responsibility, artificial intelligence, the interface between human and computer.

PHIL 215 Fr. Gensler, Dr. Casey
Logic 3 credits
This course will help the student to understand reasoning – and to reason better. We will study syllogistic, propositional, quantificational, and modal logic. We will use these to analyze hundreds of arguments; many of these are on philosophical topics like morality, free will, and the existence of God.

PHIL 218 Dr. Meagher
(D)Feminism: Theory and Practice 3 credits
In this course we will explore the relationship between feminist analyses of sexism and political practices aimed at eliminating it. To this end we will examine divergent political traditions and show ways in which feminists have criticized, appropriated, and made use of them in their own work. Special attention will be paid to the interrelationship of gender, class and race. This course may be counted toward Women's Studies Concentration.

PHIL 219 Fr. Slesinski
Russian Philosophy 3 credits
This course will trace the evolution of Russian philosophical thought. The offering will concentrate on select nineteenth and twentieth century authors and will also highlight several grand themes dear to Russian philosophers, including integral knowledge, the philosophy of history, Godmanhood and Sophia. Consideration will be afforded both religious and non-religious thinkers.

PHILOSOPHY

	Dept. and No.	Descrptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
MAJOR (GE PHIL)	PHIL 120-210	Intro and Ethics	3	3
GE SPCH-WRTG	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computer Info Literacy		3
GE HUMN	HUMN ELECT	Electives	3	3
GE QUAN	QUANT ELECT	Elective	3	
GE NSCI	NSCI ELECT	Elective	3	
GE S/BH	S/BH ELECT	Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
MAJOR (GE PHIL)	PHIL 200 or 300 level	Second -Year Electives	3	3
GE T/RS	T/RS 121-122	Theology I & II	3	3
GE HUMN	FOR LANG[1]	Electives	3	3
GE S/BH	S/BH ELECT	Elective	3	
GE NSCI	NSCI ELECT	Elective		3
GE ELECT	ELECT	Electives	3	3
GE PHED	PHED ELECT		1	1
			16	16
		THIRD YEAR		
MAJOR	PHIL 200 or 300 level	Third Year Elective	3	6
COGNATE	ELECT[2]	Electives	9	9
GE ELECT	ELECT	Electives	3	3
			15	18
		FOURTH YEAR		
MAJOR	PHIL 300 or 400 level	Fourth Year Courses	6	3
COGNATE	ELECT[2]	Electives	9	9
GE ELECT	ELECT	Electives	3	3
			18	15

TOTAL: 130 Credits

[1] Foreign language is recommended by department.

[2] In the Cognate area of 24 hours, the department requires that 12 credits be focused in one field. It should be noted that six credits not required by the department in the major area are added to the free area in senior year. These may be taken in any field including Philosophy.

MINOR. A minor in philosophy consists of 18 credits, i.e. the 6 credits required of all students and 12 additional credits to be chosen by the student.

PHIL 220 Drs. Baillie, Klonoski
Ancient Philosophy 3 credits
The Pre-Socratics, Plato, Aristotle and their immediate successors. Special emphasis on the theory of knowledge, the metaphysics and philosophical anthropology of Plato and Aristotle.

PHIL 221 Drs. Pang-White, Rowe
Medieval Philosophy 3 credits
PHIL 221 is a survey of philosophy in the European Middle Ages. We will focus on the connections between medieval philosophy and its classical and Christian sources, on questions concerning nature/grace, reason/faith, theology/philosophy, and on the nature and ethos of scholasticism.

PHIL 222 Dr. Nordberg
Modern Philosophy I 3 credits
Renaissance background: Petrarch and the humanist movement; Galileo and the beginnings of modern science. Descartes: mathesis universalis; the difficulties of the Cartesian method; solution in the one substance of Spinoza. British Empiricism: Locke and the problem of substance, Berkeley's 'Esse est percipi', culmination in Hume and the doctrine of perceptual atomism.

PHIL 223 Fr. Mohr
Modern Philosophy II 3 credits
The development of idealism in the thought of Kant, Fichte, Schelling, and Hegel, with its influence on Feuerbach, Marx, Engels, and Kierkegaard. Special consideration of dialectical thinking in its resolution of the antitheses of reality and appearance, freedom and necessity, infinite and finite, and faith and knowledge.

PHIL 224 Dr. Fairbanks
Foundations of Twentieth Century Philosophy 3 credits
A study of some of the key figures that have set the tone for the twentieth Century philosophy. Buber, Marx, Kierkegaard, Hume and Russell are studied in detail.

PHIL 225 Dr. Casey
Contemporary Philosophy 3 credits
A survey of 20th Century schools of philosophy including pragmatism (William James), phenomenology (Heidegger), existentialism (Sartre), post-structuralism (Derrida) and analytic philosophy (Wittgenstein).

PHIL 226 Drs. Pang-White, Black
(D)Chinese Philosophy 3 credits
An introduction to the classical and modern Chinese understanding. The course will focus on the Daoist's teachings and vision, the modifications made to Daoism by Buddhism, and the thought of Confucius and the Neo-Confucians. Included in the course will be comparisons and contrasts with Western thought and some discussion of Japanese Buddhism. The topics of the course will include ethics, social life, mysticism, religion and reality.

PHIL 227 Drs. Klonoski, Baillie
Political Philosophy 3 credits
Philosophical and ethical analysis of the social nature of man with emphasis on modern social questions. Ethics of the family, of nation and of communities. International ethics.

PHIL 228 Dr. Fairbanks
Philosophy of the Person 3 credits
This course will deal with the basic questions that confront the human person. This will involve an analysis of the social situation, a discussion of the implications of this situation for the person as he/she relates to the world, and a search for the meaning of the 'whole person'.

PHIL 229 Fr. Mohr, Dr. Rowe
Philosophy of Religion 3 credits
An investigation of the main topics which have emerged in philosophers' reflections on religion: arguments for the existence of God; the possibility of statements about God; assessment of religious experience; the notions of miracle, revelation, immortality and afterlife; the problem of evil; relations between religious faith and reason; religion and ethics. Selected reading from classical and contemporary authors.

PHIL 231 Staff
Philosophy of Women 3 credits
This course reviews the philosophies of woman in western thought from Plato and Aristotle to Nietzche, Schopenhauer, and Beauvoir. It concludes with an interdisciplinary selection of readings on women to be addressed philosophically in art, anthropology, literature, politics, theology, psychology, etc.

PHIL 232 Dr. Capestany
Idea of a University 3 credits
An investigation of the philosophy of a liberal education, using John Henry Newman's *Idea of a University* as a tool.

PHIL 234 Fr. Mohr
Existentialism 3 credits
A critical study of selected works of Kierkegaard, Jaspers, Marcel, and Sartre, with special emphasis on the existentialist themes of selfhood, freedom, dread, responsibility, temporality, body, limited and unlimited knowledge and reality, and fidelity to community.

PHIL 235 Dr. Fairbanks
New Directions in Philosophy 3 credits
The purpose of this course is to focus on very recent works of philosphical value that open new avenues of intellectual reflection. Books and video tapes are updated regularly.

PHIL 236 Dr. McGinley
Freud and Philosophy 3 credits
Examination of overt and covert philosophical implications of Freud's system of psychoanalysis. Emphasis on actual writings of Freud, particularly after 1920.

PHIL 237 Dr. Fairbanks
The Philosophy of Multiculturalism 3 credits
The purpose of this course is to focus on important philosophical ideas that are diverse, cross-cultural and global in their content and application. Specifically, we plan to summarize and discuss basic philosophical articles and selected video tapes that complement traditional western concepts. Secondly, we shall encourage students to develop their own critical reactions concerning these global philosophical issues.

PHIL 310 Dr. Casey
Epistemology 3 credits
An historical and analytical examination of the problem of knowledge within the context of the problem of truth. Areas of investigation are authentic and unauthentic thinking and verbalization; the relationship between thought and language; the relationship between thought and experiencing; the critical status of the fundamental positions on the problem of ultimate truth.

PHIL 311 Drs. Baillie, McGinley
Metaphysics 3 credits
A textual inquiry into the adequacy of philosophers' answer to the fundamental question, "What is?" Special attention will be given to Plato, Aristotle, Aquinas, Kant's critical philosophy and the issues of nature and history.

PHIL 312 Dr. Rowe
Modern Philosophy III 3 credits
This course is a study of four figures in nineteenth century philosophy: Hegel, Kierkegaard, Marx and Nietzsche. We will consider such issues as the relation between philosophy and non-philosophical experience, the place of philosophy in society, the theme of conflict in life and thought, and the simultaneous spread and decay of humanism in the nineteenth century.

PHIL 313 Dr. Klonoski
Philosophy and Friendship 3 credits
This course will be a historical survey of primary texts which discuss friendship. Readings in the course will be taken from authors of the ancient, medieval, modern and contemporary periods in the History of Philosophy. Some of these authors whose works will be discussed are, Xenophon, Plato, Aristotle, Cicero, Augustine, de Montaigne, Bacon, Kant, Emerson, Nietzsche, Gray, Arendt and Sartre.

PHIL 315 Dr. Baillie
Twentieth Century Political Philosophy 3 credits
This course is a survey of modern social contract theory, and its relation to capitalism, and of modern marxism. Issues raised will include obligation and consent, equality, freedom and self-determination, the role of markets, and the role of the state.

PHIL 319 Dr. Capestany
Philosophy of Law 3 credits
A study of the various justifications of law and their implications. Special consideration will be given to the problems of civil disobedience and the force of law in private institutions.

PHIL 320 Dr. Black
Aesthetics 3 credits
The main theories of the essential character of beauty or art, how they are judged, how they are related to the mind and the whole person, how they are created and how this creativity expresses a commitment to oneself and to the world.

PHIL 321 Dr. Nordberg
Great Books 3 credits
Major thinkers in the Western philosophical, religious, political and literary traditions. This course emphasizes philosophical themes in literature.

PHIL 325 Dr. Meagher
Literature and Ethics 3 credits
This course examines that "old quarrel between philosophy and literature," the dispute between Plato and Ancient Athenian poets regarding the source of morality, and studies how this quarrel continues in contemporary moral discourse. The aims of this course are to: (1) gain a better understanding of issues in contemporary moral thinking, especially regarding so-called "narrative approaches to ethics"; and (2) rethink the "old quarrel," as we examine contemporary philosophers' turns to literature in an attempt to reconstruct the concept of moral agency.

PHIL 326 Dr. Meagher
(D)Advanced Topics in Feminist Philosophy 3 credits
This course will explore a special topic in feminist philosophy. The topic will vary according to student and faculty interest. Possible topics might include: feminism and aesthetics, issues of equality, philosophy of women. Course might be repeated as topics vary. Prerequisite: PHIL 218, other women's studies courses, or permission of the instructor. This course may be counted toward Women's Studies Concentration.

PHIL 327 Dr. McGinley
Readings in the Later Plato 3 credits
A survey and contextualization of the dialogues usually said to be "Later" in Plato's intellectual development will precede a textually based examination of those dialogues in which Plato's dialectic turns on the "concept" of difference. Thaetetus, Sophist, and Parmenides will be emphasized.

PHIL 328 Dr. Meagher
Philosophy of Literature 3 credits
This course examines the nature of literature, and its relation to philosophy and political life. Students will study both classical texts on literature and contemporary Anglo-American examinations and appropriations of them, as well as recent European literary theory.

PHIL 410 Dr. Black
Philosophy of Culture 3 credits
Examines the meaning of the term "culture." Explores the notions of civilization and barbarism, common principles in cultural development, and the interaction of such cultural forces as myth, magic, language, art, religion, science, and technology. Special attention will be given to the question of "progress" and "regress" in culture.

PHIL 411 Dr. Pang-White
Philosophy of Aquinas 3 credits
Significance of Aquinas' incorporation of Aristotelianism into the Christian West in the thirteenth century. Importance of his synthesis of philosophy and theology. Examination of his metaphysics, anthropology and ethics. His relevance to the world.

PHIL 414 Dr. Rowe
Philosophy of Emmanuel Levinas 3 credits
This course is a study of the twentieth century Jewish philosopher, Emmanuel Levinas. We will focus on Levinas' theory of ethical experience, an account that takes its categories from both Greek and Hebrew sources, thereby enriching the dialogue between Jewish and Christian traditions in philosophy.

PHIL 415 Fr. McTeigue
Philosophy of God 3 credits
This course will use classic and contemporary texts to begin a discussion of evil as a challenge to traditional notions of the existence, power, wisdom, and goodness of God. We shall also consider whether hope is an intellectually honest response to the problem of evil.

PHIL 418 Dr. Klonoski
Phenomenology 3 credits
An introduction to phenomenology, which is a critical methodological approach to human experience. This twentieth century European movement will be examined through selected works of Husserl, Heidegger, Sartre, and Merleau-Ponty. The intent of the course is to explore phenomenology both as a theoretical approach to the study of human consciousness and the lived-world and as a unique philosophical method.

PHIL 420 Dr. Black
Philosophy of Rhetoric 3 credits
A systematic investigation of the form, meaning and influence of rhetoric. Explores the relationships between topic and metaphor, logic and narration, ethos and logos, conscience and persuasion. Special attention is given to the various relationships between rhetoric and philosophy.

PHIL 425 Fr. McKinney
Postmodern Philosophy 3 credits
An examination of the transition from modernist culture and thought to postmodernist culture and thought. Derrida's method of deconstruction will serve as the paradigm example of postmodernism. Recommended for those interested especially in literature and fine arts.

PHIL 430 Dr. Meagher
Philosophy of the 3 credits
Social and Behavioral Sciences
The goal of the course is to encourage students to think philosophically about issues raised in social scientific studies, especially regarding the following: 1) the problem of cross-cultural understanding and interpretation, 2) the difficulties of research design and methodology, and 3) the relationship between social science, ethics, and policy making. Readings will be drawn from social scientific texts, "classic" debates in the philosophy of social science, and recent work in feminist epistemology and philosophy of the social sciences. Students interested in philosophy and/or the social sciences are encouraged to participate.

PHIL 431 Dr. Fairbanks
Philosophy of Science 3 credits
An introduction to the history and philosophy of science. Selections from Darwin's The Origins of Species (1859) and *The Descent of Man* (1871) and Popper, Feyerabend, Hanson, Stace, Quine, Frank, Rescher, Hempel, and Baier.

PHIL 432 Dr. T. Casey
Technology and Culture 3 credits
An examination of the cultural significance of modern technology from a variety of philosophical perspectives. Special emphasis will be placed on the technological character of ordinary existence, as well as on technology's relation to and impact on science, art, religion, and politics.

PHIL 433 Dr. Fairbanks
Linguistic Philosophy 3 credits
The purpose of this course is to introduce the student to some of the major writers who have influenced in a major way twentieth century analytic and linguistic philosophy. These philosophers include C.S. Pierce, G.E. Moore, B. Russell, Wittgenstein, Ayer, Ryle, Wisdom, Quine and Austin.

PHIL 434 Dr. Baillie
Issues in Philosophy and Theology 3 credits
This course will investigate certain modern and contemporary problems in the relationship between philosophy and theology. In particular, it will examine the ways in which philosophical discussions (both specific arguments and general positions) influence theological discussions, as evidence of the suggestion that philosophy "gives voice" to theology.

ED/P 306 Dr. Klonoski
Philosophy of Education 3 credits
(Formerly ED/P 106) An examination of representative modern systemic philosophies of education with a critical analysis of the answers that each system of philosophy provides to the important questions concerning the nature of knowledge, value, man and society.

PHYSICS

DR. SPALLETTA, *Chairperson*

The Department of Physics/EE offers majors in Physics and Biophysics, as well as the Electrical Engineering and Electronics-Business majors described earlier. The objectives of the department are to provide skills, understanding, and the methodology required to initiate active participation in the development of new knowledge about the material universe. The approach of the physicist, based as it is on the analysis of mathematical models dealing with matter and energy and their interactions, supplies a unique and important insight to the solution of problems in many disciplines.

A 1988 study by the office of institutional research at Franklin and Marshall College shows that over the last 66 years, the University of Scranton ranked 33rd out of 977 four-year, private, primarily undergraduate institutions as the baccalaureate origin of physics doctorates. In addition, the biophysics concentration in recent years has regularly produced students admitted to medical school.

PHYSICS

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE NSCI)	PHYS 140-141	Elements of Physics I-II	4	4
COGNATE (GE QUAN)	MATH 103[1]-114 or MATH 114-221	Pre-Calculus Math-Analysis I or Analysis I-II	4	4
COGNATE	CMPS 134	Computer Science I		3
GE SPCH-WRTG	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computer and Information Literacy	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE FSEM-PHED	INTD 100-PHED	Freshman Seminar-Physical Educ.	1	1
			15	18
		SECOND YEAR		
MAJOR	PHYS 270-352	Modern Physics-Statistical & Engineering Thermodynamics	4	3
COGNATE	ENGR 253-254	Intro. to CAD - 3-D CAD	1	1
COGNATE	MATH 221-222 or MATH 222-341	Analysis II-III or Analysis III-Differential Equations	4	4
GE S/BH	S/BH ELECT	Social-Behavioral Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE T/RS-PHIL	T/RS 121-PHIL 210	Theology I-Ethics	3	3
			18	17
		THIRD YEAR		
MAJOR	PHYS 447-448	Electromagnetics I-II	3	4
MAJOR	PHYS 371-372	Mechanics-Atomic & LASER Phys.	3	3
MAJOR	PHYS 350	Applied & Engineering Math		3
COGNATE/MAJOR	MATH 341/ELECT	Differential Equations or Elective	4/3	
GE T/RS	T/RS 122	Theology II	3	
GE PHIL or T/RS	T/RS or PHIL	Elective		3
GE HUMN	HUMN ELECT	Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16/17	17
		FOURTH YEAR		
MAJOR	PHYS/EE	Electives	3	3
MAJOR	PHYS 493	Physics Research	3	3
MAJOR	PHYS ELECT	Elective	3	3
COGNATE	ELECT	Elective	3	
GE ELECT	ELECT	Elective	3	3
GE ELECT	ELECT	Elective	3	3
			18	15

TOTAL: 134/135 credits

[1] Physics majors starting with MATH 103 due to placement test results take one fewer Physics elective.

BIOPHYSICS

The Biophysics major is designed to prepare a student to apply the physical and mathematical sciences to problems arising in the life sciences and medicine. By choosing proper electives, the student can prepare to enter graduate study of biophysics, biology, biochemistry, medicine or dentistry.

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE NSCI)	PHYS 140-141	Elements of Physics	4	4
MAJOR	BIOL 141-142	General Biology	4½	4½
COGNATE (GE QUAN)	MATH 103-114 or MATH 114-221	Pre-Calculus Math/Analysis Analysis I-II	4	4
GE SPCH-WRTG	WRTG 107-COMM 100	Composition - Public Speaking	3	3
GE C/IL	C/IL 102	Computer and Information Literacy		3
GE FSEM	INTD 100	Freshman Seminar	1	
			16½	18½
		SECOND YEAR		
MAJOR	PHYS 270-352	Modern -Statistical Physics	4	3
MAJOR	CHEM 112-113	General Analytical Chemistry I-II	4½	4½
COGNATE	EE 241	Circuit Analysis		4
COGNATE	CMPS 134	Computer Science I	3	
COGNATE	MATH 221-222 or MATH 222-341	Analysis II-III or Analysis III-Diff. Equations	4	4
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
			18½	18½
		THIRD YEAR		
MAJOR	ELECT	Phys., Bio., Chem.	3	3
MAJOR	CHEM 232-233	Organic Chemistry I-II	4½	4½
GE T/RS	T/RS 122	Theology II	3	
GE PHIL	PHIL 210	Ethics	3	
GE PHIL or T/RS	PHIL or T/RS	Elective		3
GE S/BH	S/BH ELECT	Social-Behavioral Elective	3	3
GE HUMN	HUMN ELECT	Humanities Electives		3
GE PHED	PHED ELECT	Physical Education	1	1
			17½	17½
		FOURTH YEAR		
MAJOR	ELECT	Phys., Bio., Chem.	3	3
MAJOR	ELECT	Phys., Bio., Chem.	3	3
GE HUMN	HUMN ELECT	Humanities Electives	6	3
GE ELECT	ELECT	Electives	3	6
			15	15

TOTAL: 137 credits

MINOR. The minor in Physics includes PHYS 140, PHYS 141, PHYS 270 (all with labs), PHYS 352, ENGR 252, and at least one of PHYS 473, PHYS 372 and/or PHYS 371. Minimum credits required for minor: 21.

PHYS 100 Prof. Kalafut
(E)History of Science and Technology 3 credits
(Formerly NSCI 101) A course for non-science majors that traces the evolution of scientific inquiry from the pre-Socratics to the present. The central ideas that enable man to understand and control the forces of nature and develop modern technological societies are examined. Selections from the classics in science will be studied.

PHYS 101 Dr. Varonides
(E)The Solar System 3 credits
A course for non-science students that concentrates on the study of the Solar System. Its origin, its evolution, its fate. Study of the planets, asteroids, meteors and comets. Theories about the cosmos from the antiquity to the modern age.

PHYS 102 Dr. Connolly, Staff
Earth Science 3 credits
Introductory level course for non-science majors. Selected topics from geology and meteorology; weather forecasting, ground and surface water, mountain building, volcanoes, earthquakes, plate tectonics, and oceanography. Three hours lecture. No prerequisite.

PHYS 103 Dr. Spalletta
Seeing the Light 3 credits
A one-semester course in the physics of light and vision. Includes topics such as — physics of the human eye, the physics of telescopes, microscopes and cameras.

PHYS 104 Dr. Zakzewski

(E)Introduction to Consumer Technology 3 credits

Every day we listen to the radio or compact disk recordings, watch TV, use photocopiers and fax machines without really knowing how they work. This course is designed for the non-science major to provide the scientific background to understand the operation of some of the common electronic equipment we encounter daily including television, VCR, and stereo. Students will use laboratory time to build basic electrical circuits including an audio amplifier. The course does not require previous training in electronics or college math. 3 hours lecture.

PHYS 105 Dr. Varonides

(E)Man and the Evolutionary Universe 3 credits

A course for non-science students that concentrates on the study of the universe from the ancient times to the present. The ideas and approaches of various peoples are to be discussed, from the era of the powerful myths to the scientific approach of the Greeks, up to the modern times, focusing on man and the evolving Universe, in a historical and modern perspective. The role and the involvement of the Church in the scientific thinking will be stressed as well.

PHYS 106 Prof. Kalafut

(E)Energy and the Environment 3 credits

A course for non-science majors that emphasizes the various aspects of man's use of energy and changes in the environment that accompany that use. Sources of energy; the nature of the present energy and environmental crises and possible solutions; energy requirements of the future; conservation and alternate energy sources.

PHYS 107 Dr. Spalletta

(E)"Hands On" Physics 3 credits

An introduction to the scientific method with an emphasis on the physical reality around us. Students will participate in a series of experiments and discussions illustrating various physical phenomena. The object of this course is to provide the student with the scientific background to participate in the assessment of important social, political ,and scientific issues such as the environment, energy policy, the application of medical technology, and space exploration.

PHYS 108 Dr. Spalletta

(E)New York Times Physics 3 credits

Every day we are bombarded with information regarding the impact of technology on our lives. Using the backdrop of the headlines of the *New York Times,* students will explore the scientific and technological concepts that make up our modern world. Each week new topics will be introduced, first by reading the articles from the newspaper, and then by presentation and discussion.

PHYS 109 Dr. Varonides

(E)The Conscious Universe 3 credits

A course that discusses and concentrates on matters like *Waves, Quanta and Quantum Theory.* Science will be viewed as a rational enterprise committed to obtaining knowledge about the actual character of physical reality and the character of the physical law.

PHYS 110 Dr. Connolly

Meteorology 3 credits

This course is an introductory level course for non-science majors. The purpose of the course is to familiarize the student with the basic physical and chemical phenomena involved in the determination of our climate and weather. Through an understanding of these phenomena, an individual will be in a position to comprehend daily weather events and patterns and weather forecasting. Topics include: atmosphere composition and structure, moisture and precipitation, cloud formation, pressure and wind, cyclones, circulation of atmosphere, air masses and fronts, and forecasting.

PHYS 120-121 Staff

(E)General Physics 8 credits

(Prerequisites: MATH 103-114) General college course for pre-medical, pre-dental and biology majors. Mechanics, heat, electricity and magnetism, sound and light. Three hours lecture and recitation and two hours laboratory.

PHYS 140-141 Staff

(E)Elements of Physics 8 credits

(Corequisite: MATH 114-221) Calculus based introduction to the elements of physics. Topics covered: mechanics, heat, sound, light and electricity and magnetism. Required of physics, E.E., mathematics, computer science and chemistry majors. Three hours lecture and recitation and two hours laboratory.

PHYS 201 Dr. Varonides

(E)Stellar Evolution 3 credits

An introduction to astrophysics. A course for non-science students that concentrates on the study of the sun, stars and the universe. The evolution of the Stars. Their birth, their life-times, their deaths. The remnants of the stars, and exotic entities such as neutron stars, quasars, black holes. Galaxies and galaxy formations. The expanding universe. Red shifts and cosmological principles. Grand unified theories.

PHYS 270 Prof. Kalafut

Elements of Modern Physics 4 credits

(Prerequisites: Physics 141 and Math 114) Introductory modern physics course for physics and engineering majors; also recommended for other science majors. Review of classical physics; Special Theory of Relativity; atomic theory of hydrogen from Bohr to Schroedinger; multielectron atoms and the periodic table; introduction to nuclear physics. Three hours lecture and two hours laboratory.

PHYS 350 Dr. Fahey

Applied and Engineering Mathematics 3 credits

(Prerequisite: MATH 222, PHYS 141) First and second order differential equations with constant coefficients; Fourier series and Fourier Transforms; partial differential equations and boundary value problems; special functions, e.g. Bessel functions and Legendre polynomials; elementary probability theory. (Also listed as Engr. 350.) 3 hours lecture.

PHYS 351 Staff
Mathematical Physics II 3 credits
Functions of a Complex Variable. Infinite Series in the Complex Plane. Theory of Residues. Conformal Mapping. Fourier and Laplace Transforms. Advanced Partial Differential Equations. Boundary Value Problems in Physics. Green's Functions.

PHYS 352 Dr. Varonides
Statistical and Engineering Thermodynamics 3 credits
(Prerequisite: Phys. 270) Derivation of Thermodynamics from probability theory and atomic physics; Laws of Thermodynamics; Maxwell relations; chemical potential and phase changes; refrigerators and heat pumps; theory of gasses and theory of solids. Special topics dependent upon interests of majors represented. (Also listed as Engr. 352). 3 hours lecture.

PHYS 371 Staff
Advanced Mechanics 3 credits
(Prerequisite: Math 341) Comprehensive course in Newtonian dynamics, Variational principles, Lagrange's and Hamilton's equations; theory of small oscillations and specialized non-linear differential equations in mechanical systems.

PHYS 372 Prof. Kalafut
Atomic and LASER Physics 3 credits
(Prerequisite: Physics 270 & Math 222) Intensive and quantitative treatment of modern atomic physics using the principles and techniques of quantum mechanics. The study of energy levels, pumping, feedback and transition rates in lasers. Required of physics majors and highly recommended elective for Electrical Engineers. Three hours lecture with optional laboratory.

PHYS 447 Dr. Varonides
Electromagnetics I 3 credits
(Prerequisites: Physics 270, Phys. 350) Analytic treatment of electrical and magnetic theory; vector calculus of electrostatic fields; dielectric materials; vector calculus of magnetic fields. (Also listed as EE 447). 3 hours lecture.

PHYS 448 Dr. Zakzewski
Electromagnetics II 3 credits
(Corequisite: Phys. 447) Magnetic materials, electromagnetic induction, displacement currents, Maxwell's equations; radiation and waves; applications include Transmission lines, wave guides and antennas. (Also listed as EE 448). 3 hours lecture.

PHYS 448 L Dr. Zakzewski
Electromagnetics Design Laboratory 1 credit
(Corequisite: Phys. 448) Laboratory designed to emphasis and reinforce the experimental basis of electromagnetism. Multi-week projects require the student to perform experiments that measure fundamental electrical constants, the electrical and magnetic properties of matter, and the properties of electromagnetic waves. (Also listed as EE 448 L). 2 hour laboratory.

PHYS 460 Dr. Fahey
Non-linear Systems and Chaos 3 credits
This course develops the equations that describe several important non linear systems in mechanics and in electronics and then develops the solutions. Concepts such as limit cycles, chaotic attractors, hysteresis, stability and phase space will be defined and used to understand complex systems. Classically important oscillators such as the Duffing oscillator, the van der Pol oscillator and the Lorenz equations will be solved at several different levels of approximation with several ODE solvers. Chaos, bifurcations, the routes to chaos, chaotic maps and the correspondence between maps and Poincare sections of physical systems will be studied.

PHYS 473 Dr. Connolly
Optics 3 credits
(Prerequisites: Physics 270, Math 341 or Physics 350) An introduction to the principles of geometrical, physical and quantum optics. Topics to be covered include ray and wave optics, superposition, diffraction, interference, polarization, Fourier methods, and coherence theory. Practical devices such as photodetectors and light sources will also be discussed. 3 hours lecture.

PHYS 474 Dr. Fahey
Acoustics 3 credits
(Prerequisite: Phys. 350) This course covers the fundamentals of vibration as applied to one, two and three dimensional systems with varied boundary conditions. Transmission, absorption, attenuation, and radiation are covered. Resonators and waveguides and filters are studied along with the fundamentals of transducers. Acoustical issues in hearing are covered, time pertaining.

PHYS 493 - 494 Dr. Spalletta and Staff
Undergraduate Physics Research I -II 6 credits
(Prerequisite: Permission of the Instructor) Students choose a research project sponsored by a member of the department and approved by the instructor and Chairperson. Students gain experience with research literature, techniques, and equipment. Weekly seminars are given on Quantum Mechanics, mathematics tools, and topics related to ongoing research projects. A written report is required.

POLITICAL SCIENCE

DR. CHAMPNEY, *Chairperson*

The Bachelor of Science degree in Political Science imparts to students an understanding of: 1) the scope and purpose of government in civil society; 2) the origins, goals, and limitations of democratic government; 3) the structure and functions of the institutions of American government; 4) the similarities and differences in the structures and functions of the governments of other countries; and 5) the nature of the relationships among these governments in the international community.

POLITICAL SCIENCE

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
MAJOR	PS 130-131	American National Government	3	3
COGNATE	HIST 110-111	US History	3	3
COGNATE	ELECT	Elective		3
GE C/IL	C/IL 102	Computer Info. Literacy	3	
GE SPCH-WRTG	WRTG 107-COMM 100	Written and Oral Communication	3	3
GE T/RS-PHIL	T/RS 121-PHIL 120	Theology I-Intro. to Philosophy	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
MAJOR	PS[3]	Comparative/Internat'l. Politics	3	3
COGNATE	HIST 120-121	Europe: 1500 to Present	3	3
COGNATE	ELECT[1]	Elective	3	
GE QUAN	QUAN ELECT	Elective		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	PS 240-ELECT[4]	Pol. Science Stats. I-Elective	3	3
MAJOR	PS 313 or 314-ELECT	Western Pol. Thought-Elective	3	3
MAJOR	PS ELECT	Electives		3
GE NSCI	NSCI ELECT	Natural Science Elective	3	3
GE ELECT	ELECT[1]	Free Electives	6	6
GE PHIL-T/RS	PHIL or T/RS ELECT	Elective	3	
			18	18
		FOURTH YEAR		
MAJOR	PS ELECT	Electives	6	6
COGNATE	ELECT	Electives	3	3
GE HUMN	HUMN ELECT[2]	Humanities Elective	3	3
GE ELECT	ELECT[2]	Free Electives	3	3
			15	15

TOTAL: 130 Credits

[1] ECON 210 and GEOG. 134 are recommended as cognate electives.

[2] The department also recommends a modern foreign language in junior year with subsequent language courses to follow in senior year as part of GE humanities. The department advisor should be consulted.

[3] In addition to the American National Govt. sequence and the courses in statistics and political philosophy, the department requires that majors elect a minimum of one course in Comparative Politics (from among PS 213, 217, 218, 221, 222, 328, 332, 338) and a minimum of one course in International Relations (from among PS 212, 215, 318, 331).

[4] Political Science majors are required to take PS 240 (Statistics I) and one semester of political philosophy (either 313 or 314); since two semesters of each are particularly useful for students planning graduate or law school, PS 241 and the alternative semester of the 313-314 sequence are strongly recommended as electives.

PUBLIC ADMINISTRATION AND PUBLIC AFFAIRS TRACK FOR POLITICAL SCIENCE MAJORS

Political Science majors may take a concentration in Public Administration and Public Affairs, which is designed for students who may seek a career in government service at the federal, state or local level. It develops analytic and quantitative skills, while providing substantive knowledge of a range of public policy problems, and the management systems designed to implement policy decisions.

Students in the concentration would complete their **political science electives** by taking:

Required Coures:

PS 231: The Public Policy Process
PS 232: Public Bureaucracies
PS 241: Political Science Statistics II
PS 480: Public Administration Internship

Electives - choose three from:

PS 135: State and Local Government
PS 322: Public Personnel
PS 324: Public Policy Analysis
PS 325: Politics of the Budgetary Process
PS 327: US Congress

Students in this concentration would complete their **cognate** in one of two ways:

1. HIST 110-111: US History
   HIST 120-121: European History
   ECO 153: Microeconomics
   ECO 154: Macroeconomics
   ACC 253: Financial Accounting
   ACC 254: Managerial Accounting

or

2. Completing a minor, another concentration, or special program at the University, in consultation with either Dr. Harris or Dr. Champney, the PAPA Concentration advisors.

The department also recommends that students in this concentration take INTD 224 (Science, Decision Making, and Uncertainty). In the general education curriculum, this course satisfies quantitative reasoning and writing intensive requirements.

PS 130-131 Staff
(S)American National Government 6 credits
Discussion of the principles and processes of democratic government in America. The Constitution, federalism, structure, operations and functions of the branches of government.

PS 135 Staff
(S)State and Local Government 3 credits
The structures, scope, processes, and politics of state and local governments are analyzed. Also considered: the constitutional position of state and local governments; the changing relationships among federal, state and local governments; and, policy areas of interest to students in the class (educational policy, criminal justice policy, etc.)

PS 211 Staff
Geopolitics 3 credits
(Formerly PS 213; Recommended for background: GEOG. 134) A study of geographic influences in world politics. Geographic factors in national power and international relations: an analysis of the role of "Geopolitics" with reference to current issues.

PS 212 Dr. VanDyke
International Relations 3 credits
(Prerequisites: PS 130-131) It examines the prominent tenants of IR as an academic discipline. Secondly, students are provided with basic knowledge and tools for analyzing the international system as it unfolds today. A constant theme is bridging the gap between theory and practice of international relations.

PS 213 Staff
Modern Africa 3 credits
(Formerly H/PS 213)An introduction to the vast and diverse continent of Africa. Attention to the history, geography, ecology and culture of the various African states with a focus on understanding the political systems of Africa in comparative perspective.

PS 215 Staff
Global Peace and War 3 credits
A search for the causes of war focusing on the scientific approach to building a theory of war. An examination of possible paths to peace including traditional recommendations for peace, recent contributions of the field of peace studies, and conflict resolution.

PS 216 Dr. Harris
Gender and the Workforce 3 credits
Historical, legal, and political perspectives of the movement of women into the workforce. The difficulties confronted by men and women on the job and in the family as women become a vital part of the workforce are discussed.

PS 217 Dr. Parente
Comparative Government 3 credits
The political and government institutions of Britain, France, Germany, Italy and other West European countries; elections, parties, interest groups, bureaucracies contrasted with the American model.

PS 218 Dr. Parente
East European Politics 3 credits
The history and politics of East Europe from Poland to the Balkans and from Germany to the Ukraine during the 20th century; ethnic politics before and after the communist period. The economics of the new privatization and its problems.

PS 221 Dr. Parente
Politics of South East Asia 3 credits
Domestic ethnic and religious politics of Southeast Asia and international politics affecting the region. The ASEAN nations (Thailand, Indonesia, Malaysia, Philippines, Singapore, and Brunei) and Burma, the region's only socialist country; the three communist states of Indochina: Vietnam, Laos, and Cambodia spheres of influence. Capitalism versus state socialism as a lever of economic development.

PS 222 Dr. Parente
Politics in Russia 3 credits
Russian politics and colonialism from the Revolution to contemporary economic efforts to move toward capitalism. The politics of the remnants of the Soviet empire are examined also. Stalin and the Bolshevik experiment.

PS 227 Dr. Harris
Women, Politics and Policy 3 credits
A study of the role of women in politics and policy debates. Focuses on analyzing the increasing integration of women into politics and policy debates since their marginal participation in the 1960's.

PS 230 Dr. Champney
Environmental Policy 3 credits
Introduction to the study of environmental policy, including air pollution, water pollution, solid waste management, and the regulation of nuclear power. Emphasis on the role of legislative, executive, and judicial institutions in shaping the content of policy.

PS 231 Dr. Champney
The Public Policy Process 3 credits
(Formerly PS 111; Recommended for background: PS 130-131)An analysis of public policy in the U.S. with an emphasis on the technical and political problems of policy formulation and implementation. Discussion of the impact of legislative, executive and judicial institutions and processes on the content of public policy.

PS 232 Dr. Harris
Public Bureaucracies 3 credits
(Formerly PS 110; Recommended for background: PS 130-131) A study of the structures, scope and processes of American public bureaucracies. The growth of the executive branches of governments, the role of public bureaucracies in our democratic government, and the experiences of American public bureaucrats are analyzed.

PS 240 Dr. Champney
Political Science Statistics I 3 credits
Discussion of the principles, concepts and rationale which underlie the "scientific" approach to the study of political phenomena. Introduction to the quantitative and statistical research strategies which this approach has generated, including simple contingency table analysis, the chi squared statistic and the gamma statistic.

PS 241 Dr. Champney
Political Science Statistics II 3 credits
(Prerequisite: PS 240) A detailed analysis of the quantitative and statistical research strategies which the "scientific" approach to the study of political phenomenon has generated, including simple correlation, partial correlation, and multiple regression techniques.

PS 280 Dr. Homer
Pre-Law Internship 3 credits

PS 310 Staff
Introduction to American Law 3 credits
(Formerly PS 311)An inquiry into the major theories of jurisprudence; development of American legal theory and practice; structure, functioning, and contemporary problems of the federal and state court systems.

PS 311-312 Dr. Kocis
Constitutional Law 6 credits
(Formerly H/PS 317-318; PS 311 is a prerequisite for PS 312) An examination, by means of case law, of the tensions between the demands of liberty and the demands of democracy within the American Constitution. Topics include federalism, the separation and division of powers, social issues tied to industrialization and urbanization, commercial and property rights, and the rights of the poor and the oppressed as they arise in our legal framework.

PS 313-314 Dr. Kocis
Western Political Thought 6 credits
An examination of philosophical questions about politics (including: the meaning and purpose of human life; the nature of law, morals, justice, and authority; and the role of ideas in political and social life) in classic Western texts from Plato to Marx.

PS 315 Dr. Kocis
Modern Political Thought 3 credits
A study, based on primary materials, of the current state of the controversies in contemporary political thinking. A wide range of perspectives, from far left to far right, will be analyzed and critically examined. Minimally, the works of John Rawls, Robert Nozick, C.B. Macpherson, Isaiah Berlin, and Leo Strauss will be included.

PS 316 Dr. Kocis
Jurisprudence 3 credits
An examination of the differences between "the law" and "the laws"; the nature of legal systems; the nature and grounds of political, moral and legal obligations, and the controversy between the traditions of Natural Law and Positive Law.

PS 318 Dr. VanDyke
U.S. Foreign Policy: Cold War and Aftermath 3 credits
(Prerequisite: HIST 111) Examines and analyzes critically the content of American foreign policy in the Cold War and post-Cold War eras. Special emphasis on themes, goals and means of American foreign policy, particularly national security.

PS 319 Dr. VanDyke
U.S. Foreign Policy Process 3 credits
(Prerequisites: PS 131 and Hist. 111) Examines the actual formulation and implementation of American foreign policy within the decision-making process. Analyzes what the process is, who the decision makers are, and internal and external variables of policy making in the U.S. Involves at least two in-depth American foreign policy case studies.

PS 320 Dr. Kocis
Twentieth Century Ideologies 3 credits
A study, based on primary texts, of the philosophical foundations of the three major political ideologies identified with the twentieth century: communism, fascism, and democracy. In addition, feminism, racism, environmentalism and other more current ideologies will be analyzed and critically examined.

PS 321 Dr. Kocis
(D)Chinese Political Thought 3 credits
An intense study, based on translations of primary texts, of the great philosophical traditions of China and their political implications. Beginning with the *I Ching (Book of Changes)*, the course will cover the great traditions of Taoism and Confucianism, examine their evolutions and competitors through three millenia, and end with the works of Mao Tsetung.

PS 322 Dr. Harris
Public Personnel 3 credits
(Prerequisites: At least two of PS 130, 131, 232 or permission of instructor) An examination of public personnel administration and management. Theories of organization, personnel choices, personnel management, civil service history, and current issues in personnel administration and management are considered.

PS 324 Dr. Champney
Public Policy Analysis 3 credits
Analysis of the functions and methods of the public sector and a discussion of the effect of public sector activities on society and the economy of the United States. Particular emphasis is placed on "public problems vs. private problems" and on the desirable scope of governmental activities in a free society.

PS 325 Dr. Harris
Politics of the Budgetary Process 3 credits
(Prerequisites: At least 2 of PS 130, 131, 232 or permission of instructor) Public budgeting in theory and in practice is discussed. Historical reforms and the inevitable politics of the process are considered. Use of budget simulations allow for practical experience.

PS 326 Dr. Kocis
Theories of Political Economy 3 credits
An examination of the works of the great thinkers in the tradition of the political economy; and an extensive study of the historical evolution of theories of value, the creation of value and the increase of productive abilities.

PS 327 Dr. Champney
The U.S. Congress 3 credits
Historical development of the legislative branch of government; its prominence over the executive branch in the nineteenth century and decline in the twentieth century. Emphasis on theories of representation and on the policy formulation process.

PS 328
Modern China 3 credits
(Formerly H/PS 326)Study of modern Chinese politics in the nineteenth and twentieth centuries. Problems of modernization, Westernization, and communism in the People's Republic of China.

PS 329 Dr. VanDyke
The American Presidency 3 credits
(Prerequisite: PS 131) This course will focus on the American Presidency — historical development, powers of the office, elections, models of the presidency and, to a lesser extent, the relations between the President and congress, and the President and the judiciary.

PS 330 Dr. Van Dyke
Western Europe in World Affairs 3 credits
(Prerequisites: PS 212 OR PS 217). This seminar provides an historical, political, and analytical foundation for understanding the profound political and economic changes facing Europeans today. This involves studying the two world wars, the formation of Cold War alliances and security systems, the European integration movement, the foreign policies of major European states, and organization of post-Cold War Europe.

PS 331 Dr. Van Dyke
The European Union 3 credits
(Enrollment only by permission from the professor).
Provides an in-depth study of the European Union and its fifteen member states in order to prepare students for an intercollegiate simulation of the EU, which is held in Washington, DC each December. Students examine the EU's theoretical and historical foundations, its institutions and policy procedures, and the ongoing challenges for European integration.

PS 332 Dr. Parente
Modern Japan 3 credits
(Formerly H/PS 327) The history and politics of Japan. The period of the shoguns, the reforms of the modernizing Meiji era at the end of the nineteenth century. The Japanese effort to conquer Asia. The postwar political structure. Is Japan a democracy? The economic miracle of the present.

PS 338 Dr. Parente
Politics of Islam 3 credits
(Formerly H/PS 338)The political ideology of Islam; the political content of the Koran; the effort to establish theocracies in a number of states from Iran to Egypt to Malaysia and Indonesia; Islam as a political opposition in such countries as the Philippines, Russia, and China; Shiite versus Sunni sects; the politics of Israel and the Islamic states of the Middle East; OPEC; the Palestinian question; political terrorism; Islam as an expansionist ideology.

PS 384 Staff
Special Topics in Political Science 3 credits
Study and analysis of selected topics in the field of Political Science. The particular topic or topics will vary from year to year depending on the instructor and changing student needs.

PS 480 Dr. Champney
Public Administration Internship I 3 credits
Permission of faculty advisor and Dr. Champney required for internship registration.

PS 481 Dr. Champney
Public Administration Internship II 3 credits
Permission of faculty advisor and Dr. Champney required for internship registration.

SPAN/PS 295 Drs. Kocis, Parsons
Contemporary Mexican Culture and Language 3 credits
A six-credit intersession travel course to Guadalajara, Mexico for three credits in Humanities (foreign language area, intermediate and/or advanced level), three credits in the social sciences (political science), as well as cultural diversity credit. The course is team-taught by University of Scranton faculty from the Departments of Foreign Languages and Political Science with assistance from Mexican faculty at UNIVA.

PSYCHOLOGY

DR. BUCHANAN, *Chairperson*

Psychology provides a unique educational experience of quality, breadth and flexibility. Our curriculum has been carefully designed to give students a balanced education in the discipline and the widest range of options, from baccalaureate entry-level positions to graduate training in prestigious universities. According to a recent independent study, the number of the University's graduates who have gone on to receive doctorates in psychology has placed us in the top 5% of over 900 comparable institutions nationally.

Psychology majors are required to take PSYCH 110, PSYCH 210, and PSYCH 330 with lab. Students also take a minimum of 5 courses from the following list with at least one course in each group: Physiological Processes (230, 231), Learning Processes (234, 235), Social-Developmental Processes (220, 221), and Individual Processes (224, 225). Students are free to choose from any of these or the remaining psychology courses to fulfill the 4 additional course requirements in the major. Completion of two optional psychology laboratory courses constitutes an elective course. Students are encouraged to take PSYCH 493-494 (Undergraduate Research), in their junior or senior year.

The Psychology Department encourages students to tailor their programs to their own needs and interests. For example, students interested in marketing, personnel, or industrial-organizational psychology may elect a special business minor and recommended courses in psychology. Interdisciplinary programs, such as the Human Development Concentration, and dual majors are also available with a number of other departments.

The clinical track in Psychology is a structured sequence of courses providing a synthesis of scientific knowledge, interpersonal development and clinical experience. The track is designed for psychology majors seeking graduate training in clinical, counseling, community, or school psychology, or entry-level employment in a wide range of mental health and behavioral services. The required courses are: PSYCH 225; HS 241; PSYCH 360; PSYCH 335; PSYCH 480; and one from PSYCH 284, PSYCH 384, HS 421, HD 335, and HD 234.

The biopsychology track provides curricular direction and awards transcriptable recognition to psychology majors interested in the biological bases of behavior. The track requires: PSYCH 221; PSYCH 225; PSYCH 231 with lab; two Psychology courses with labs; BIOL 140-141; and CHEM 112-113. Students are strongly encouraged to take MATH 114 to meet the department's math requirement.

The cognitive track in psychology is designed for students interested in human cognition and cognitive science. The track encompasses the five traditional areas of Cognitive Science – Cognitive Psychology, Neuroscience, Computer Science, Philosophy, and Linguistics – and is designed for students seeking both entry-level employment and graduate training in cognitive psychology, human factors, or cognitive science. The required courses are: PSYCH 234 and PSYCH 234 lab; PSYCH 230 and PSYCH 230 lab; PSYCH 231; CMPS 134; and PHIL 215. Additional recommended courses are LANG 217, PSYCH 221, and PSYCH 284.

Consult your advisor and the Psychology Handbook for details on these programs.

Because of duplicate material covered in psychology courses, psychology majors should not take the following courses: HS 111, HS 242, HS 293, and HS 323.

MINOR. A minor in Psychology consists of PSYCH 110, PSYCH 210, PSYCH 330 lecture, and one course from 3 of the following 4 groups: Physiological Process (230, 231), Learning Processes (234, 235), Social-Development Processes (220, 221), and Individual Processes (224, 225). An equivalent statistics course and/or an equivalent methods course may be substituted for either PSYCH 210 (Statistics) and/or PSYCH 330 (Research Methods). Any substituted course must then be replaced with a 3-credit psychology course.

Total: 18 credits in psychology.

PSYCH 105 Dr. Cannon
Brain and Human Nature 3 credits
An examination of the human mind, brain and why we are the way we are. Topics include: the mind-body problem, the nature of consciousness, the evolution of behavior, addictions (e.g., love), eating disorders, depression, and aggression. (Credit cannot be earned for this course and Psych 231; Not open to psychology majors or minors.)

PSYCH 106 Dr. Cannon
(W)Drugs and Behavior 3 credits
This course will examine interactions between drugs and behavior. Behavioral topics will include: tolerance, addiction, learning, aggression, sexual behavior, eating, anxiety, depression and schizophrenia. Drug/drug categories will include: alcohol, cannabis, opiates, antidepressants and antianxiety. (Credit cannot be received for this course and Psych 384, Psychopharmacology; Not open to psychology majors or minors.).

PSYCH 110 Staff
(S)Fundamentals of Psychology 3 credits
An introduction to the scientific study of behavior through a survey of psychology's principal methods, content areas and applications. Course requirements include participation in psychological research or preparation of a short article review.

PSYCH 210 Drs. Baril, Dunstone, Hogan
(Q)Statistics in the Behavioral Sciences 3 credits
An introduction to the basic statistics used in the behavioral sciences, including descriptive statistics, correlation, sampling, hypothesis testing and inferential statistics.

PSYCHOLOGY

	Dept & No	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR	PSYC 110-ELECT	Fund. of Psyc.-Psyc. Elective	3	3
GE C/IL	C/IL 102	Computer and Information Literacy	3	
GE QUAN	MATH 109	Quantitative Methods in Beh. Science		4
GE S/BH	SOC 110[1]	Intro. to Sociology		3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE PHIL	PHIL 120-210	Introduction Philosophy - Ethics	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	17
		SECOND YEAR		
MAJOR	PSYC 210-330	Statistics - Research Methods	3	5
MAJOR	MAJOR ELECT	Psychology Electives	3	3
COGNATE	WRTG 211[1]	Technical & Business Writing	3	
GE NSCI	NSCI ELECT[2]	Elective - Elective	3	3
GE S/BH	S/BH ELECT	Soc./Beh. Science Elective		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE PHED	PHED ELECT	Physical Education	1	1
			16	15
		THIRD YEAR		
MAJOR	PSYC 390	Academic & Career Dev. in Psychology	1	
MAJOR	MAJOR ELECT	Psychology Electives	6	9
COGNATE	COGNATE ELECT	Elective - Elective	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE T/RS	T/RS 121-122	Theology I - Theology II	3	3
			16	18
		FOURTH YEAR		
MAJOR	MAJOR ELECT	Psychology Elective	3	
MAJOR	PSYC 490-491	Hist. & Lit. of Psych. I & II	2	1½
COGNATE	COGNATE ELECT	Electives - Electives	6	6
GE T/RS or PHIL	PHIL or T/RS	Elective	3	
GE ELECT	ELECT	Free Elective - Free Electives	3	9
			17	16½

Total: 131½ credits

[1] The department strongly recommends WRTG 211 (Technical & Business Writing), in preparation for Research Methods and higher level psychology courses, and SOC 110 (Intro to Sociology).

[2] BIOL101 and either BIOL 201, (Anatomy and Physiology) or BIOL 202 (The ABC's of Genetics).

PSYC 220 Dr. Baril
(S)Social Psychology 3 credits
(Prerequisite: PSYCH 110) Social determinants of behavior from a psychological perspective. Topics include liking, love, conformity, persuasion, attitude change, and person perception.

PSYC 221 Drs. Buchanan, Slotterback
(S)Childhood and Adolescence 3 credits
(Prerequisite: PSYCH 110) Survey of psychological research dealing with the development and behavior of children from infancy to adolescence. The physical, cognitive and social aspects of development, from infancy to adolescence, are considered.

PSYC 222 Dr. Slotterback
(S)Adulthood and Aging 3 credits
(Prerequisite:PSYCH 110) Survey of psychological research dealing with the age-graded aspects of behavior in adulthood. Course will consider the physical, cognitive and social aspects of the aging process from late adolescence to death. Topics include occupation selection, marriage, parenthood, middle age, retirement and dying.

PSYC 224 Drs. Baril, Slotterback
(S)Personality 3 credits
(Prerequisite: PSYCH 110) A survey and critical evaluation of personality and its implications for assessment, psychotherapy, and research.

PSYC 225 Drs. Alford, Norcross
(S)Abnormal Psychology 3 credits
(Prerequisite: PSYCH 110) A comprehensive survey of mental and behavioral disorders from biological, psychological, and sociocultural perspectives. The course will consider diagnosis and labeling, overview of specific disorders, and various treatment approaches.

PSYC 230 Dr. O'Malley
Sensation and Perception 3-4 credits
(Prerequisite: PSYCH 110) Concerns the study of sensory mechanisms and perceptual phenomena. Optional lab entails supervised individual experimentation. Three credits lecture and optional one credit laboratory. Lab fee.

PSYC 231 Dr. Cannon
(E)Behavioral Neuroscience 3-4.5 credits
(Prerequisite: PSYCH 110 or BIOL 141-142) Introduction to the field of neuroscience examining the cellular bases of behavior, effects of drugs and behavior, brain/body correlates of motivation and emotion, and neural changes accompanying pathology. Three hours lecture and optional 1.5 credit laboratory. Lab fee.

PSYC 234 Dr. Buchanan
(S)Cognitive Psychology 3-4 credits
(Prerequisite: PSYCH 110) Considers a number of approaches to the study of human cognitive processes with an emphasis on the information processing model. Topics include pattern recognition, attention, memory, imagery, concepts and categories, and problem solving. Three credits lecture and optional one credit laboratory. Lab fee. Fall only.

PSYC 235 Dr. Dunstone
Conditioning and Learning 3-4.5 credits
(Prerequisite: PSYCH 110) Concerns the experimental study of both classical and instrumental conditioning. Optional lab involves supervised animal and human experimentation. Three credits lecture and optional 1.5 credit laboratory. Lab fee. Spring only.

PSYC 236 Dr. Baril
Industrial/Organizational Psychology 3 credits
(Prerequisite: PSYCH 110) The psychological study of people at work. Topics include personnel selection and training, motivation, leadership, the physical work environment, and computer applications. Fall only.

PSYC 237 Dr. Williams-Quinlan
(D,S)Psychology of Women 3 credits
(Prerequisite: PSYCH 110) Examines the biological, sociological and cultural influences on the psychology of women. Topics include gender socialization, sex roles, and the impact of gender on personality, communication, achievement, and mental health. Fall only.

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Special Topics in Psychology courses are developed by individual faculty to provide in-depth coverage of a specific area. Prerequisites are PSYCH 110 and at least sophomore status. This course and PSYCH 384 may only be used once to satisfy major elective requirements.

PSYC 284 Drs. Norcross & Cannon
Special Topics: 3 credits
Behavior Modification

PSYC 284 Dr. O'Malley
Special Topics: 3 credits
Sports Psychology

PSYC 284 Staff
Special Topics: 3 credits
Psychology of Language

PSYC 284 Dr. Slotterback
Special Topics: 3 credits
Adolescence

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PSYC 330 Drs. Baril, Cannon
Research Methods in the Behavioral Sciences 5 credits
(Prerequisites: PSYCH 110 & 210) A survey of scientific method and research design in the behavioral sciences. Topics include single subject, survey, correlational and experimental research. Lecture and lab involve computerized data analyses. Lab also includes supervised research and scientific writing. Three credits lecture, two credits laboratory. Lab fee. Spring only. The laboratory is writing intensive.

PSYC 335 Drs. Hogan, Norcross
(W)Psychological Testing 3 credits
(Prerequisites: PSYCH 110 & 210) Provides a thorough grounding in principles of testing and a review of the major types of assessment, including intellectual, personality, and interest. Spring only.

PSYC 360 Dr. Norcross
(W)Clinical Psychology 3 credits
(Prerequisites: PSYCH 110 & 225) An overview of contemporary clinical psychology focusing on its practices, contributions and directions. Topics include clinical research, psychological assessment, psychotherapy systems, community applications, and emerging specialties, such as health and forensic psychology. Fall only.

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Special Topics courses are developed by individual psychology faculty to provide in-depth coverage of a specific area. Prerequisites include PSYCH.110, at least sophomore status, and other psychology courses determined by the instructor. This course and PSYCH 284 may only be used once to satisfy major elective requirements.

PSYC 384 Dr. Cannon
Special Topics: 3 credits
Psychopharmacology
(Prerequisite: PSYCH 231)

PSYC 384 Dr. Alford
Special Topics: 3 credits
Cognitive Psychotherapies
(Prerequisite: PSYCH 225)

PSYC 384 (Area I) Dr. Hogan
Special Topics: 3 credits
Multivariate Statistics
(Prerequisite: PSYCH 210)

PSYC 390 Staff
Academic and Career Development in Psychology 1 credit
(Prerequisites: junior status; psychology major) This seminar, designed for psychology majors in their junior year, will entail studying, discussing, and supplying information on academic planning, career development, and graduate school. Course requirements include attendance at several academically-related department events or psychologically-related university presentations. Graded S/U. Offered fall only.

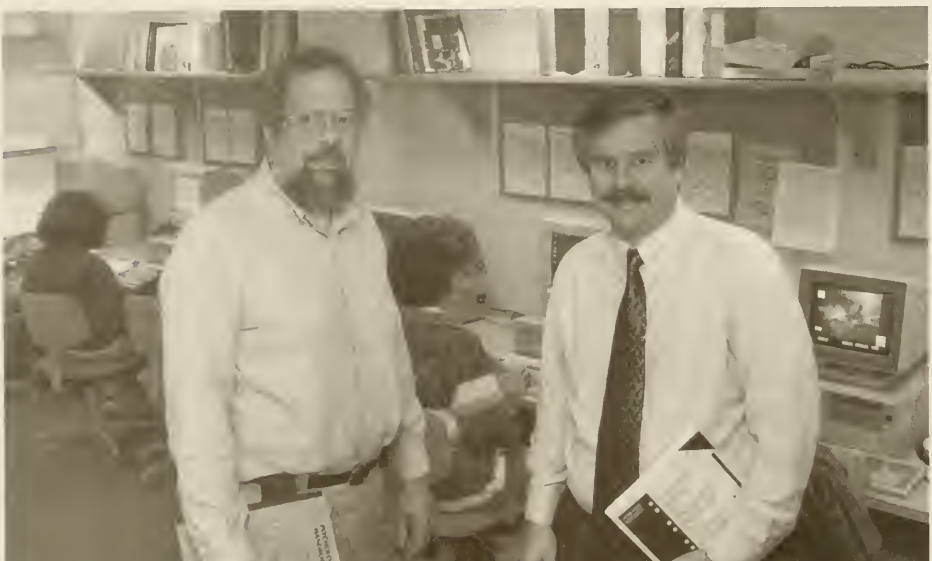
PSYC 480 Drs. Norcross, Alford
Field Experience in Clinical Settings 3 credits
(Prerequisites: a "C+" or better in PSYCH 225, PSYCH 360, and HS 241, and permission of instructor) This course entails supervised field experience in a mental health or social service facility in the community. Students are required to spend 8 hours a week at their placement and 1.5 hours a week in a seminar throughout the semester. The professor provides classroom instruction, and the on-site supervisor provides clinical supervision. Limited to juniors and seniors; graded S/U.

PSYC 481 Dr. Baril
Field Experience in Personnel Psychology 3 credits
(Prerequisites: PSYCH 236 & 335, MGT 361, and permission of the instructor) This course entails supervised field experience in a personnel office. Students are required to spend 10 hours a week at their placement and one hour periodically throughout the semester in a seminar. Limited to juniors and seniors; graded S/U.

PSYC 490 Dr. O'Malley
History and Literature of Psychology I 2 credits
(Prerequisites: senior status; psychology major or minor) This lecture and discussion course will examine the history of modern psychology from pre-Socratic philosophers to contemporary perspectives. Emphasis will be placed on the influential works of various schools of thought that have shaped the emergence of psychology. Fall only.

PSYC 491 Staff
(W)History and Literature of Psychology II 1.5 credits
(Prerequisite: senior status; PSYC 490) This seminar, designed for students with a major or minor in psychology, will entail critical reading, analysis, and discussion of selections from the seminal literature in psychology, including selected works of William James, Sigmund Freud, and B.F. Skinner. Individual professors will choose additional readings on the basis of their interests and student preferences. Spring only.

PSYC 493-494 Staff
Undergraduate Research 3-6 credits
(Prerequisites: PSYCH 330; average grade of B or better in PSYCH 210, PSYCH 330 lecture, and the psychology course most relevant to research topics; and permission of professor) Individual study and research on a specific topic under the supervision of a faculty member. Students are expected to spend a minimum of 10 hours a week on research activities throughout the semester. Limited to juniors and seniors.



J. Timothy Cannon, Ph.D., the 1995 Pennsylvania Professor of the Year and associate professor of psychology, standing with John C. Norcross, Ph.D., the 1992 Pennsylvania Professor of the Year and professor of psychology, in the Psychology Department's computer lab.

SOCIOLOGY

PROF. PRYLE, *Chairperson*

Courses in Sociology are designed to meet the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interaction with other people. In addition, the courses are designed to help the student interested in the field of Social Work, Human Services, Industrial Organization, Urban Planning, etc., to attain a pre-professional orientation to these fields.

Students interested in Urban Planning are advised to include SOC 116, 224, and 231 in their planning; for Social Work, SOC 234, 115, 116, 118, and 224; for Medical Services/Administration, SOC 216, GERO 212, 216, 218, and 230; for Human Resources/Administration, SOC 226, 227, and 228.

The Department of Sociology/Criminal Justice also administers the Criminal Justice major described earlier and the Gerontology major described on the next page.

SOCIOLOGY

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
MAJOR	SOC 110-112	Intro. to Sociology-Social Problems	3	3
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE C/IL	C/IL 102	Computer Info. -Literacy	3	
GE SPCH-WRTG	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE QUAN	S/CJ 215	Statistics for the Social Sciences		3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
MAJOR	SOC 318-224	Sociological Theory-American Minority Groups	3	3
MAJOR	SOC 211 -SOC ELECT	Methods of Social Research-Sociology Elective	3	3
COGNATE	HS 241	Case Management and Interviewing		3
GE S/BH	GERO 110	Introduction to Gerontology	3	
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	SOC ELECT	Sociology Electives	3	3
COGNATE	COGNATE ELECT [1]	Political Science Elective	3	
COGNATE	COGNATE ELECT [1]	Psychology Elective		3
GE ELECT	COGNATE ELECT [1]	Social Science Electives	3	3
GE NSCI	NSCI ELECT	Electives	3	3
GE PHIL or T/RS	PHIL or T/RS	Elective	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	ELECT	Free Electives	3	3
			18	18
		FOURTH YEAR		
MAJOR	SOC ELECT	Sociology Electives	6	3
MAJOR	SOC 480-481 or ELECT [2]	Internships or Electives	3	3
COGNATE	COGNATE ELECT [1]	Social Science Electives	3	6
GE ELECT	ELECT	Free Electives	3	3
			15	15
			TOTAL:	130 credits

[1] In the cognate social science electives, the department recommends a mix of human services, criminal justice, gerontology, and psychology electives, especially PSYCH 224 (Personality); PS 240 (Statistics I).

[2] Department Recommendation - The social work internship may be taken in either the junior or senior year, or both (not to exceed a maximum of six credits of internship).

MINOR: A minor in Sociology will require eighteen credits - There are three required courses: SOC 110 (Introduction to Sociology); SOC 112 (Social Problems); and SOC 318 (Sociological Theory). The following elective courses are strongly recommended by the department in the Sociology sequence: SOC 234 (Cultural Anthropology); SOC 231 (Urban Sociology; SOC 224 (American Minority Groups); and SOC 226 (Sociology of Work and Professions).

GERONTOLOGY

The degree program in Gerontology has the following objectives:

1. to understand the processes of aging;
2. to prepare for careers in agencies and institutions serving the older adult, such as area agencies on aging, family services, long term care facilities, federal, state, and local governmental agencies, retirement communities, business and industry, etc.;
3. to provide a liberal gerontology education with special emphasis on the development of the whole person;
4. to provide students with academic preparation for advanced study in gerontology, social work, public administration, social welfare and related fields.

The Scranton area is especially suited to serve as a laboratory setting for gerontology education with its high proportion of older adults and its many agencies and facilities for the same. The department has established an Advisory Board in Gerontology composed of practitioners in the field: health specialists, community leaders, and senior citizens. The Advisory Board will help to ensure that the program curriculum is current.

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR	SOC 110	Introduction to Sociology	3	
MAJOR	GERO 110	Introduction to Gerontology		3
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE C/IL	C/IL 102	Computer Info. Literacy	3	
GE SPCH-WRTG	WRTG 107-COMM 100	Composition - Public Speaking	3	3
GE QUAN	S/CJ 215	Statistics for the Social Sciences		3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
MAJOR	SOC 211-GERO 218	Methods of Soc. Research-Health & Aging	3	3
MAJOR	GERO 232-230	Aging and Death-Social Policy and Aging	3	3
COGNATE	HS 241	Case Management and Interviewing	3	
GE S/BH	SOC 224	American Minority Groups		3
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 122	Theology II		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	GERO ELECT[1]	Gerontology Electives	3	3
COGNATE	PSYCH 222-SOC 228	Adulthood and Aging-Social Psychology	3	3
COGNATE	HADM 112-SOC SCI	Health Systems-Social Science Elective	3	3
GE NSCI	NSCI ELECTIVES	Electives	3	3
GE PHIL or T/RS	PHIL or T/RS ELECT	Elective	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	ELECT	Free Electives	3	3
			18	18
		FOURTH YEAR		
MAJOR	GERO ELECT	Gerontology Electives	3	6
MAJOR	GERO 480-481/ELECT[1]	Internships/or Electives	3	3
COGNATE	ELECT	Social Science Electives	6	3
GE ELECT	ELECT	Free Electives	3	3
			15	15
			TOTAL:	130 credits

[1] Department recommendation - The Gerontology Internship may be taken in either the junior or senior year, or both (not to exceed a maximum of six credits of internship).

MINOR: A minor in Gerontology will require eighteen credits - There are three required courses: SOC 110 (Introduction to Sociology); GERO 110 (Introduction to Gerontology); and GERO 230 (Social Policy and Aging). The following elective courses are strongly recommended by the department in the Gerontology sequence: GERO 218 (Health and Aging); GERO 216 (Aging and the Community); GERO 212 (Aging and the Life Cycle); GERO 232 (Aging and Death).

SOC 110 Staff
(S)Introduction to Sociology 3 credits
Fundamental principles in the field of sociology. Stratification, ethnicity, deviance; basic institutions of society; social change and demographic trends.

SOC 112 Staff
(S)Social Problems 3 credits
Application of sociological principles to major issues in contemporary society.

SOC 115 Prof. Naughton, Prof. Pryle
Introduction to Social Work 3 credits
Growth of social work as a professional endeavor. The scope of social work; casework in the medical, psychiatric, family and child welfare, and guidance fields, community organization, social research, social planning, social group work. Current trends in social work.

SOC 116 Prof. Pryle
Community Organization 3 credits
A general introduction to the field and process of community organization, both as a field of social work and as a field of human endeavor. The coordination and financing of welfare activities, methods of appraising community needs and resources, planning and the initiation of welfare services. Services of a voluntary and governmental nature, strategies of power.

SOC 118 Prof. Phillips, Prof. Pryle
Child Welfare 3 credits
Development of child welfare in the United States. Educational, health, recreational and child labor regulations. Study and treatment of children in their own homes, foster homes and institutions. Child care and protective programs on federal, state and local levels.

SOC 132 Dr. Rynn
Introduction to Archaeology 3 credits
An introduction to the study of archaeology from anthropological and historical perspectives. Areas to be explored include survey and site recognition, excavation planning, record keeping, treatment of artifacts, and above-ground archaeology.

SOC 210 Drs. Wolfer, Rynn
(W)Marriage and the Family 3 credits
An historical, comparative, and analytical study of marriage and family institutions. Problems of courtship, mate selection and marriage adjustment in modern society.

SOC 211 Dr. Wolfer
Methods of Social Research 3 credits
This course is designed to help the student understand the range of research methods used in sociological and gerontological research/investigations and evaluate their strengths and weaknesses. It will also help students to appreciate some basic problems involved in the collection and analysis of data.

SOC 212 Prof. Pryle
Religion and Society 3 credits
A survey of religious systems and their interrelations with society and social institutions, with emphasis on the social consequences and determinants of religious behavior. The theories of Durkheim, Weber, Parsons, Bellah, Berger and Luckman will be examined.

SOC 214 Staff
Sociology of Sport 3 credits
The role of sport in civilized societies; sport as work and recreation; women and minorities in sport; sport in education; sport and the mass media.

SOC 216 Prof. Naughton, Prof. Pryle
Medical Sociology 3 credits
The social dimensions of health and illness; role of physician, nurse and patient; social organization of health services; the content of medical practice; culture and health disorders; mental health and mental illness.

SOC 224 Prof. Pryle, Dr. Rynn
(S, D)American Minority Groups 3 credits
Patterns of adjustment between ethnic and racial groups, with special attention given to the American scene. Prejudice and discrimination as opposed to the democratic ideology.

SOC 226 Prof. Naughton
Sociology of Work and Professions 3 credits
The nature and role of contemporary occupations and professions in the life cycle are discussed; occupational choice, career patterns and occupational mobility are noted. The student is made aware of the relationship among education, work and aspirations. The career path from entry level job to retirement is examined.

SOC 227 Dr. Rynn
Business and Society 3 credits
Modern industrialism as social behavior. Social conditions in the rise of industrialism and their effect on the worker; collective bargaining and industrial conflict, the industrial community; social classes and the industrial order. This course will also show how the business sector impacts on society and on the globalization of the economy.

SOC 228 Dr. Rynn
Social Psychology 3 credits
Study of individual behavior as affected by cultural and social stimuli. Emphasis on the analysis of human conduct in social settings.

SOC 229 Staff
Crisis in Population 3 credits
A study of the basic variables of population, birth, death and migration, socioeconomic and cultural variables affecting population, growth, projections and forecasts. The chief natural and social demographic theories. Population policies and practices in selected world areas.

SOC 231 Prof. Pryle
Urban Sociology 3 credits
Urban ecology and culture as the dominant form of community life in contemporary society; their characteristics, peculiarities, and problems.

SOC 232 Atty. Cimini
(D)Great American Cities 3 credits
A sociological triptych through 20 selected major U.S. cities will encounter a variety of cultures and examine that matrix of ideas, creeds, religions, races, ethnicities, attitudes, habits, artifact,s and institutions - social, educational, artistic, political, and economic - which condition the way the people in each city lives.

SOC 234 Dr. Rynn
(S, D)Cultural Anthropology 3 credits
Cultural and social organization among primitive or preliterate societies; marriage, property, religion, magic and tribal control. Significance of the study of primitive cultures for understanding of urban industrial civilizations.

SOC 235 Dr. Rynn
Peoples of East Asia 3 credits
The anthropology of the East Asian culture area, focusing particularly on China and Japan. Topics include basic social institutions, world views, culture and personality, and the problem of modernization.

SOC 284 Staff
Special Topics in Sociology
Courses designed to meet specific needs of individual students or courses offered on a trial basis to determine the value of placing them into the regular curriculum. Prerequisite: consent of the chairperson and the instructor.

Midori Y. Rynn, Ph.D., professor of sociology/criminal justice (right)

SOC 318 Dr. Rynn, Prof. Pryle
Sociological Theory 3 credits
An examination of the major theoretical developments in sociological theory from the classical period of Marx, Weber, and Durkheim to contemporary schools such as structural-functionalism, conflict theory, exchange theory, and symbolic interaction.

SOC 382-383 Staff
Independent Study in Sociology 3 credits
Designed for advanced students who are capable of independent study. A program of planned research under the guidance of a faculty member. Registration upon approval of chairperson and instructor.

SOC 480-481 Prof. Pryle
Internship in Social Work 3 credits
Supervised experiential learning designed to broaden the educational experience of students through practical experience and work assignments with governmental and/or community agencies in the field of social work. Supervision by a faculty member and agency supervisor. Limited to juniors and seniors. Prerequisite: permission of instructor.

Approved courses from other curricula: Sociology majors may be advised to choose several courses taught in the Criminal Justice sequence – courses so approved include:

S/CJ 210 Law and Society
S/CJ 213 Criminology
S/CJ 214 Juvenile Delinquency
S/CJ 218 The American Court System
S/CJ 220 Penology: Corrections
S/CJ 221 Probation & Parole
S/CJ 224 Sociology of Deviance
S/CJ 225 White Collar Crime
S/CJ 227 Organized Crime Patterns
S/CJ 317 Trial, Jury and Counsel
S/CJ 324 Victimology

GERO 110 Drs. Brolan, Wolfer, Prof. Pryle
(S)Introduction to Gerontology 3 credits
A multi-disciplinary examination of the cognitive and affective aspects of the aging process. The course covers the social, physiological, psychological, economic, and health aspects of aging, as well as service delivery systems. It explores planning and action strategies aimed at enhancing the quality of life, and providing more adequate benefits and services for the older adult.

GERO 112 Prof. Naughton, Dr. Wolfer
Social Problems of Aging 3 credits
This course is devoted to a study of the specific problems of the aged in American society, with particular attention at both individual and societal levels to issues of age, inequality in opportunities and rewards; of mental health, housing, minorities, and institutions; of crime and fear of victimization; of economic status, work, leisure, and retirement; of attractiveness, aging and sexuality; of drugs, doctors, nursing homes and hospitals.

GERO 210 Dr. Rynn
Aging Around the World 3 credits
A cross-cultural approach looking at the ways in which a variety of societies deal with aging and the aged. The issues of work, economics, other types of expertise and different definitions of the aged are analyzed.

GERO 212 Dr. Wolfer
Aging and the Life Cycle 3 credits
Rites of passage, age norms, and role rehearsals for life transitions, the life cycle in comparative cultures; sociological dimensions of adulthood and aging concerning the work cycle, sport and leisure development, patterns of consumer behavior and life style, and the family cycle.

GERO 214 Prof. Borsuk, Prof. Germain
Aging and Human Behavior 3 credits
A critical examination of life satisfaction in old age; the social and psychological factors which affect it; factors contributing to the psychological well-being of older adults as a function of their position in the social system.

GERO 216 Prof. Pryle
Aging and the Community 3 credits
Consideration of selected community strategies effecting desired changes in the development and implementation of social services and programs for the elderly; legislative action, interagency relationships, the citizen role.

GERO 218 Prof. Borsuk, Prof. Pryle
Health and Aging 3 credits
An explorative study of the mental and physical health problems prevalent in the older adult population, with emphasis upon the preventive aspect of health care as applied by themselves and health care providers. Health care approaches appropriate to the various problems, and relevant resources within the home and community are considered.

GERO 220 Atty. Cimini
Crime and Aging 3 credits
A consideration of crime as it affects aging; examining the older adult as victim, offender, practitioner, and perpetrator, in light of current thought, policy, and law.

GERO 230 Prof. Pryle
Social Policy and Aging 3 credits
Review of major legislation affecting older adults, including Social Security Act, Older Americans Act, Medicare, and various local, state, and national programs for the aged.

GERO 232 Prof. Naughton
Aging and Death 3 credits
This course offers the student an opportunity to explore the mystery and meaning of death. Focus is on a number of aspects of dying and the death process, such as the dying individual and the family; cross-cultural perspectives; terminal illness; professions and death; rites and rituals.

GERO 284 Staff
Special Topics in Gerontology
Courses designed to meet specific needs of individual students or courses offered on a trial basis to determine the value of placing them into the regular curriculum. Prerequisite: consent of the chairperson and the instructor.

GERO 382-383 Staff
Independent Study in Gerontology 3 credits
Designed for advanced students who are capable of independent study. A program of planned research in gerontology under the guidance of a faculty member. Registration upon approval of chairman of the department and the instructor directing the study.

GERO 480-481 Prof. Pryle
Internship in Gerontology 3 credits
Supervised experiential learning in one or more organizations that serve older adults. Supervision by a faculty member and agency supervision required. Limited to juniors and seniors. Prerequisite: permission of instructor.

THEOLOGY AND RELIGIOUS STUDIES

DR. FREIN, *Chairperson*

The religious dimension of human life is of such importance that it is necessary to explore it in a liberal arts curriculum.

The General Education requirement for all students at the University is six credit hours in theology. This is fulfilled by T/RS 121-122, a two-semester introductory sequence. These courses must be completed before students take upp-division courses in Theology. Additionally, students must take another three hours in either philosophy or theology/religious studies to complete the GE Philosophy/Theology requirements. In addition to courses with a primarily Christian focus, the department also offers courses which deal with non-Christian religious traditions, among which are T/RS 314 (The Religions of the World) and T/RS 333 (The Jewish Way of Life).

The Bachelor of Arts degree in Theology/ Religious Studies requires 30 credits in the major including the introductory courses required of all students. To ensure a well rounded background in the discipline, each major must take at least one course in each of the following categories listed below. Theology majors must also take at least one semester of T/RS 490. Each major is expected to confer with the departmental chairperson for the selection and balancing of courses. The department also offers a double major program compatible with most other majors.

Departmental courses are grouped into the following categories.

Old Testament/New Testament
Historical Theology
Systematic Theology
Moral Theology

T/RS 121 Staff
Theology I: Introduction to the Bible 3 credits
A survey of central texts and themes of the Bible. Its purpose is to develop biblical literacy as well as skills in interpreting various literary forms and key theological concepts.

T/RS 122 Staff
Theology II:Introduction to Christian Theology 3 credits
Prerequisite: T/RS 121. A survey of key Christian themes: creation, Christ's incarnation and redemption, Church and sacraments, Christian personhood, and the practice of prayer, virtue, and hope for the future.

T/RS 184C Dr. S. Mathews
(P)Inside the Catholic Tradition 3 credits
This introduction to Catholic tradition will study its scope, depth, and on-going development, reception, and characteristics. Topics covered include faith and revelation, the intercommunion of scripture and tradition, the role of Magisterium and the development of doctrine. Selected readings are taken from important conciliar texts and theologians.

T/RS 204 Dr. Frein, Fr. Barone
Pauline Letters 3 credits
An introduction to the writings of the Apostle Paul, exploring Jewish and Greco-Roman influences on his letters as well as his contribution to basic Christian beliefs and practices.

T/RS 206 Dr. Frein
The Four Gospels 3 credits
A study of the four Gospels from the perspectives of history, theology and literature.

T/RS 207 Dr. Shapiro
(P)Jews, Christians, and the Bible 3 credits
A survey of ancient and modern ways of reading the Bible. The focus will be on a group of central biblical figures whose stories will be examined in the context of ancient Israelite history and society. The biblical stories will then be compared with later elaborations by Jewish and Christian interpreters.

T/RS 210 Fr. Rousseau, S.J.
The Christian Religious Tradition 3 credits
A study of the vital growth of Christianity's life, doctrine, worship and spirituality over the centuries. Special emphasis will be placed on principal leaders, thinkers and heroes.

T/RS 211 Dr. Benestad
Great Books I: 3 credits
Perspectives on Western Culture
The religious, philosophical and political writings of major thinkers of the Western tradition. The first semester includes the study of the Bible, Aristotle's Ethics, Plato's Apology, Augustine's City of God, and the thought of Aquinas. Emphasis is on the study of these works as they illuminate the current world. The second semester description is found under PHIL 159.

T/RS 212 Fr. Sable, S.J.
Saints and Holiness 3 credits
An inquiry into the nature of Christian sanctity by an examination of the lives and accomplishments of traditional saints and of contemporary persons who respond to the Gospel message.

T/RS 213 Fr. Sable, S.J.
American Catholic Thought 3 credits
The major themes of American Catholic tradition from colonial times to the present are placed in their historical, religious, social and political context.

T/RS 215 Dr. E. Mathews
(P)Early Christian Writers 3 credits
This course is designed to provide an introduction to the main figures, theological currents and ideas of the formative period of the history of Christian theology by a close reading of selected texts from the major figures of the first six centuries of the Church.

T/RS 217 Dr. Shapiro
(P)The Holocaust in Context: History and Theology 3 credits
An exploration of the Holocaust from several different perspectives, focusing on the moral and theological issues raised by it.

THEOLOGY/RELIGIOUS STUDIES

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE T/RS)	T/RS 121-122	Theology I/Theology II	3	3
GE SPCH-WRTG	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computer & Info. Literacy	3	
GE PHIL	PHIL 120	Introduction to Phil.	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE QUAN	MATH ELECT	Electives		3
GE S/BH	S/BH ELECT	Social-Behavioral Electives		3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
MAJOR	T/RS ELECT	Second Year Elective	3	3
COGNATE	COGNATE ELECT	Electives	3	
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE S/BH	S/BH ELECT	Social-Behavioral Electives		3
GE PHIL	PHIL 210 - ELECT	Ethics - Phil. Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
		THIRD YEAR		
MAJOR	T/RS ELECT	Electives	3	6
COGNATE	COGNATE ELECT	Electives	9	9
GE ELECT	ELECT	Electives	3	3
			15	18
		FOURTH YEAR		
MAJOR	T/RS 490	Capstone Seminar		3
MAJOR	T/RS ELECT	Electives	6	
COGNATE	COGNATE & ELECT	Electives	9	9
GE FREE	ELECT	Electives	3	3
			18	15
			TOTAL: 130 Credits	

MINOR: The minor in T/RS requires 12 credits beyond the introductory sequence, preferably spread over several areas.

T/RS 218 Dr. Johnson
Development of Christian Thought to 1100 3 credits
A survey of the principal theological, spiritual and institutional developments in the first millennium of the Church's life.

T/RS 219 Dr. Johnson
(P)Development of Christian Thought 1100 to 1800 3 credits
Survey of the principal theological, spiritual, and institutional developments in the Church in the medival, reformation, and early modern periods

T/RS 220 Fr. Begley, S.J.
Spirituality: Liturgy and Sacraments 3 credits
A basic course in sacraments which will explore the human religious experience of the faith community and its expression in sacramental celebration. Two features of the Rite of Christian Initiation of Adults, its process orientation and the role of the community, will serve as basis for the examination of new sacramental models. Throughout the course, specific attention will be given to the development of a sacramental spirituality.

T/RS 221 Dr. Steele
Prayer 3 credits
Introduction to the nature, purpose, and method of prayer in the Catholic Christian tradition.

T/RS 222 Fr. Liberatore
(P)Introduction to Liturgical Theology 3 credits
This course will consider the relationship between Liturgy and Theology, as realities in the Christian life which form and inform one another. Fundamental documents of the Roman liturgy will be introduced, with an eye toward discerning insights into God, Christ, the Church, the sacraments and the human person which are embodied therein.

T/RS 223 Dr. Johnson
(P)Heaven and Hell 3 credits
Besides studying the origins of the Christian belief in the afterlife, the course will also focus on Catholic and Protestant formulations of the doctrines of salvation and damnation as well as literary responses to the notions of heaven and hell.

T/RS 224 Dr. Kopas, o.s.f.
(P)Theology of the Person 3 credits
A study of the religious dimensions of personal existence that correlates Christian tradition and contemporary experience. The course develops the topics of identity, self-understanding, creatureliness, sin and the influence of gender on a theological interpretation of personhood.

T/RS 225 Fr. Sable, S.J.
Introduction to the Theology of the Byzantine Churches 3 credits
The Byzantine theological tradition develops special emphasis within the mainstream of the Christian tradition. This course introduces the student to the study of some of the specifically Byzantine contributions to the understanding of the Christian mystery, with particular emphasis on early developments.

T/RS 226 Fr. Sable, S.J.
Introduction to Eastern Liturgies 3 credits
A survey of the Eastern Eucharistic Liturgies with particular emphasis on the structure, history, and liturgical theology of the Byzantine Liturgy of St. John Chrysostom.

T/RS 227 Dr. Kopas, o.s.f.
(P)Christ in Tradition and Culture 3 credits
Examines the meaning and message of Jesus Christ as understood and communicated in the faith of his followers with special consideration given to the symbolic dimensions and cultural aspects of that Christian understanding.

T/RS 228 Staff
Protestant Traditions 3 credits
An exploration of the Reformation vision of theology covering the roots and principles of the Protestant way of dealing with such topics as the nature of the Church, redemption, ethics, God, and Jesus.

T/RS 229 Dr. Pinches
Modern Protestant Thought 3 credits
This course will survey the past two centuries of Protestant thought with an emphasis on the theological roots of contemporary Protestant Liberalism and Evangelicalism. Other current debates among Protestants today and their ecumenical discussions with Catholics will also be presented.

T/RS 230 Msgr. Bohr & Staff
Moral Theology 3 credits
A study of the Christian moral tradition, its history and principles. Among areas to be treated are: the family, sexual activity and human rights.

T/RS 231 Drs. Benestad, Pinches
Social Ethics 3 credits
This course will prepare students to recognize ethical dimensions of political, economic and social issues through the study of the following: pertinent writings of Pope Paul VI and Pope John Paul II, a classic work of political theory, and several contemporary writings on such issues as morality, foreign policy and economic justice.

T/RS 232 Dr. Benestad
John Paul II and Catholic Social Thought 3 credits
This course will explore the dialogue between the Catholic Church and modern ideologies on social and political matters. Readings include pertinent documents of the Second Vatican Council and recent papal writings, especially those of Pope John Paul II.

T/RS 233 Dr. Steele
Suffering 3 credits
The existence of suffering and evil presents a particular problem for those who believe in a God who is unlimited both in power and goodness. This course will examine the problem and possible solutions.

T/RS 234 Sr. Foley, C.N.D.
Twentieth Century Peacemakers 3 credits
A study of some of the principles and methods of "waging peace" found in the lives and writings of Mohandas Ghandi, Dorothy Day, Thomas Merton and Martin Luther King.

T/RS 235 Dr. Pinches
The Theology of Birth and Death 3 credits
This course will investigate the meaning and significance of the birth and death of human beings in the Christian tradition. Related topics will be: suicide, euthanasia, capital punishment, contraception and abortion.

T/RS 236 Prof. Casey
Faith and Justice 3 credits
An inquiry into the role of the Church, Christian social ethics and the citizen in the formulation of social policy on the economy. Church Pastorals and Biblical readings will be the basis of discussion.

T/RS 237 Prof. Casey
Politics: A Christian Perspective 3 credits
An inquiry into the role of the state, the Church and the individual in political life. Special attention is given to the problem of violence; the course is set in the unique American perspective of Church-State relations.

T/RS 238 Dr. Benestad
Nietzsche and Christianity 3 credits
A focus on Nietzsche's relation to and critique of Western thought in general and Christian thought in particular. Nietzsche's deep influence on contemporary theology and philosophy will be shown through extended readings from his collected works.

T/RS 239 Staff
Theology for the twentieth Century 3 credits
An introduction to the problems and methods of doing theology today. This course will begin with an overview of some of the main themes of twentieth century theological thought, and will then move on to a study of one of the century's leading Catholic theologians: Karl Rahner. Emphasis will be placed on the integration of a plurality of philosophical approaches with the theological tradition and with questions of the present day.

T/RS 303 Dr. Frein
Jesus for the Gentiles: An Introduction to the Gospel of Luke 3 credits
The primary purpose of this course is a close reading of the Third Gospel. Although the primary focus will be on the text rather than on methods of analysis, appropriate attention will he paid to literary forms, historical background and responsible interpretation. (Complements T/RS 201 and 205).

T/RS 304 Dr. S. Mathews
John's Gospel and Letters 3 credits
A close look at the fourth Gospel and the Epistles of John with an emphasis on their literary, historical, and theological characteristics.

T/RS 305 Dr. S. Mathews
(P)The Apocalypse of St. John 3 credits
This introduction to the last book of the Bible will emphasize the literary forms and thought patterns of apocalyptic literature as well as the historical and theological character of the book itself, highlighting both textual interpretation and contemporary relevance.

T/RS 306 Dr. S. Mathews
Job and the Psalter 3 credits
A close look at the wisdom literature of the Old Testament. The study of both the Book of Psalms and the Book of Job will emphasize theological themes.

T/RS 307 Dr. S. Mathews
Passion and Resurrection Narratives 3 credits
A study of the theology of each of the Gospels by an analysis of the key narratives of the Passion and Resurrection in the four Gospels.

T/RS 308 Dr. S. Mathews
(P)The Great Prophets 3 credits
An examination of the four major prophets of the Old Testament: Isaiah, Jeremiah, Ezekiel and Daniel, with an emphasis on the study of selected texts.

T/RS 309 Dr. S. Mathews
The Heart of the Old Testament 3 credits
An in-depth look at the five books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy) using ancient and modern exegetical views to examine and emphasize the central theme of the Covenant.

T/RS 310 Fr. Rousseau, S.J.
(P)Religion and the American People 3 credits
An exploration of the great religious developments, persons, and questions in the life of the American people from the beginnings to the present day.

T/RS 311 Staff
Liturgical Theology of Byzantine Churches 3 credits
A survey of the various elements of the liturgical life of the Byzantine tradition examining both the way that tradition is shaped and expresses itself as well as the underlying influences of faith upon that formation and practice.

T/RS 312 Fr. Sable, S.J.
Jesuit Spirit 3 credits
The Society of Jesus (Jesuits): Its spirituality, tradition and history from their 16th century origins in the Spiritual Exercises of St. Ignatius of Loyola through the contemporary period with special emphasis on Jesuit theological and cultural contributions to the Church.

T/RS 314 Staff
(D, P)The Religions of the World 3 credits
An exploration of belief in the traditions of the classical historical religions of the world through both systematic analysis and the reading of sacred texts.

T/RS 315 Dr. Kopas, o.s.f.
(D, P)Women in Christianity 3 credits
An exploration of some of the major roles women have played in Christian thought and experience, including their contributions as disciples, spiritual guides, and social critics. Will also examine assumptions about male and female identities and consider challenges to traditional roles.

T/RS 316 Sr. Foley, C.N.D.
God and the Earth 3 credits
This course will explore the way human beings relate to the land and to other life forms and how this relationship is affected by belief in God. Biblical and other theological texts from Christianity and other religious traditions will be considered.

T/RS 318 Sr. Foley, C.N.D.
Models of the Church 3 credits
A brief survey of various expressions of the Church's nature and mission throughout its history, from the New Testament through Vatican II. Exploration of some contemporary approaches, including liberation and feminist theology, to such questions as; What and who is the "true Church"?. Where is it located? What is the place of Mary in the life of the Church?

T/RS 319 Dr. Kopas, o.s.f.
(D,P)Women's Spiritual/ Autobiographical Writing 3 credits
(Prerequisite: permission of instructor) This course explores women's written expressions of their spiritual lives. Readings, which include spiritual autobiographies and other writings, both classic and contemporary, focus on women's experience and understanding of the divine-human relationship. Seminar format.

T/RS 321 Staff
(P)Friendship and the Christian Life 3 credits
This course will explore friendship as a central practice of the Christian life, especially the moral and spiritual life, and examine virtues such as fidelity, forgiveness, and love which are essential for sustaining and nurturing friendships.

T/RS 322 Dr. Kopas, o.s.f.
(P)Approaches to God 3 credits
A study of some of the ways religious thinkers have approached the topic of God. Will include consideration of biblical, classical, and contemporary ways of understanding God as well as a selection of artistic, cultural, and imaginative perspectives on God.

T/RS 323 Fr. Liberatore
Signs & Symbols 3 credits
An introduction to the symbolic character of human existence in general, and of the sacramental life of the Church in particular. Beginning with a consideration of the students' own experience of the symbolic character of their existence, the first part of the course will examine leading theories of why symbols are needed and how they work. Utilizing a definition of Catholic sacraments which focuses on their essentially *symbolic* nature, the course will then undertake a study of why *sacraments* are needed and how they work.

T/RS 324 Dr. Benestad
Spiritual Classics 3 credits
A study of the autobiographies of St. Augustine and St. Teresa of Avila (*The Confessions* and *Life of Teresa of Jesus*). As an introduction to the study of the spiritual life, John Paul II's Sign of Contradiction is read.

T/RS 325 Fr. Levko, S.J.
Eastern Christian Spirituality 3 credits
A study of the meaning of the spiritual life for Eastern Christian writers with a particular emphasis upon Sts. Athanasius, Gregory of Nyssa and Gregory Palamas. Themes such as prayer, image and likeness with God, discernment of spirits, hesychasm and icons will be discussed.

T/RS 326 Prof. Casey
(D,W)The Church and Contemporary Social Issues 3 credits
Explores the religious and ethical dimensions of social issues such as prejudice and violence. The findings of related social sciences and literature are placed in the context of Christian anthropology to give the student a concrete view of their interrelationship.

T/RS 327 Prof. Casey
Belief and Unbelief 3 credits
A multidisciplinary inquiry into the nature of Faith in the Catholic tradition with special attention to the challenges of modernity.

T/RS 328 Dr. Frein
Wealth and Poverty in the Biblical Tradition 3 credits
A study of the presentation of various economic issues on the Old and New Testaments, including wealth and poverty as signs of God's favor, as creating obligations to care for and protect the poor and as involving both rights and responsibilities.

T/RS 330 Drs. Benestad, Pinches
Biomedical Ethics 3 credits
This course will present theological reflections on the two main ethical theories undergirding contemporary biomedical ethics. It will also present and discuss relevant philosophical and theological arguments on such issues as abortion, care of handicapped infants, euthanasia, suicide, and the profession of medicine.

T/RS 331 Drs. Benestad, Pinches
(P)Christian Ethics 3 credits
This course will discuss the practice of the Christian moral life in contemporary society. The Christian virtues will be distinguished and related to selected problems arising in our lives as private individuals, as members of families, as professionals, and as citizens. Other topics to be treated include: evil, sin, Christian liberty, Christian perfection, relativism and humanism.

T/RS 332 Dr. Pinches
Christian Ethics in America 3 credits
An exploration of the discussion of American theologians, since 1900, of the moral, social, and political implications of Christianity, including such concerns as the relation between the Christian Church and the nation state and the status of America as a Christian nation.

T/RS 333 Dr. Shapiro
(D, P)The Jewish Way of Life 3 credits
As a global introduction to Judaism this course will examine: essential beliefs, holidays, and life ceremonies, Jewish history and modern Judaism, especially the Holocaust, the State of Israel and the Coming to America.

T/RS 334 Dr. Shapiro
Jewish and Christian Approaches to Ethics 3 credits
A survey of Jewish and Christian approaches to ethics and ethical problems. This course will examine the biblical and religious foundations of both Jewish and Christian ethics, ethics as a human construct and ethical case studies. Students who take T/RS 337 may not take T/RS 334.

T/RS 335 Staff
(P)Judaism in the Time of Jesus 3 credits
A study of first century Jewish religious sects as well as the cultural, political, and historical setting of the Roman Empire in which Jesus lived and preached and where monotheism continued to develop.

T/RS 336 Fr. Rousseau, S.J.
(P)Contemporary Case Studies in Theology 3 credits
This course attempts to develop Christian insights into a series of specific moral dilemmas or cases through continued class discussion.

T/RS 337 Dr. Shapiro
Jewish Approaches to Ethics 3 credits
A survey of Jewish approaches to ethics and ethical problems with comparisons to other religious traditions and the writings of secular ethicists. Students who take T/RS 334 may not take T/RS 337.

T/RS 338 Dr. Pinches
Jesus and the Moral Life 3 credits
A study of how the life of Jesus and the theological claims Christians make about his person relate to the moral life. Historical resources of the first century will be considered as well as contemporary writings in Christian ethics.

T/RS 400 Dr. Frein
Introduction to Old Testament Exegesis 3 credits
An introduction to the primary methods and problems of Old Testament interpretation: its historical background, the theological analysis and synthesis of major sections, as well as the use of source, for,m and redaction criticism and such more recently developed approaches as social scientific, literary, and feminist criticism.

T/RS 439 Dr. Steele
Psychology and Spirituality 3 credits
(Prerequisites: T/RS 121-122, PSYC 110) This course explores selected Christian and Buddhist traditions of spirituality as understood by their practitioners and from the perspective of representative theorists or schools of Western psychology. The course concludes by assessing positive and negative aspects of these psychological approaches for understanding and evaluating spiritual experience.

T/RS 490 Staff
Topics in Theological Investigation 3 credits
A capstone seminar required for theology majors, recommended for minors and available to other qualified students with permission of instructor. Topics will vary from semester to semester depending on student interest and faculty expertise. The use of primary sources and research appropriate to the specific topic will be emphasized. Students may take more than one semester of this course.

INTERDISCIPLINARY COURSES *

INTD 100

Freshman Seminar 1 credit

Freshman seminars, whether linked to specific majors or to a student's general field of study (business, humanities, natural science, or social science), are designed to foster students' successful integration into academic and community life at the University of Scranton. Seminars, which offer freshmen an opportunity to work individually and in small groups with their faculty and fellow students, provide a focussed and individualized way to create an effective approach to university life so that each student's potential is realized and each student's goals for achievement are met.

Individual seminars will focus both on the topics necessary to all students engaged in study at the University of Scranton and on particular topics applicable to a student's major or field of interest. Topics common to all freshman seminars include: the nature and purpose of higher education; time management; the character and mission of a Jesuit university; academic development strategies; the role of the faculty; University resources; personal values. Other topics will vary by department or unit offering the seminar and be tailored to meet the common interests of the students and the instructors.

INTD 103 Staff

The Vietnam Experience 3 credits

The historical origins of the Vietnam War including the period of French colonialism and the American intervention; the politics, economics, and military strategy in Vietnam during the war years and today. Present relations with China and the USSR. Why were we there and why did we fail?

INTD. 105 Drs. Homer, McInerney

Great Lives: Images on Stage 3 credits

An examination of the often contrasting impressions of historical personalities, as they are portrayed in plays and films and as they appear to historians. Historical figures to be considered include Caesar, Richard III, Thomas More, Lincoln and Churchill.

INTD 108 Staff

Health & Legal Implications of Chemical/Drug Abuse 3 credits

A team taught course that deals with the neurophysical, health, and legal implications of alcohol/drug abuse, viz: its biochemical effects and aspects, its legal and social consequences, and its health and lifestyle implications.

INTD 209 Profs. Schaffer, Homer, Dunn, Rowe, and Fiedrichs

The Holocaust 3 credits

An exploration of the cataclysmic event in Jewish history known as the Holocaust. The course will examine the subject from the perspective of various academic disciplines – historical, sociological, philosophical, artistic, and literary, among others -- and will include a field trip to the Holocaust Museum in Washington, D.C.

INTD 211 Drs. Harrington, Sulzinski

(D)HIV/AIDS: Biological, Social and Cultural Issues 3 credits

(Prerequisite: C/IL 102 or equivalent) Study of the biology of HIV and AIDS, including fundamentals of infectious disease, immunology, and virology. The impact of the epidemic is examined in relation to the differing experiences of various social groups and countries. The epidemiology of the disease and the response of health care systems and governments are explored. Opportunity for American Red Cross certification in basic HIV facts and eligibility for HIV Instructor certification will be included as part of the course. **Open to all majors.**

INTD 224 Dr. Dutko

(Q, W)Science, Decision Making and Uncertainty 3 credits

A study of decision making as it relates to scientific and public policy matters. The course covers philosophical, mathematical and psychological aspects of decision making in the face of uncertain evidence. Topics include the nature of scientific evidence; probabilistic evidence and the law; uncertainty and medicine; and other issues such as nuclear power, waste disposal, and strategic nuclear planning. Reading taken from contemporary sources.

INTD 333 Drs. Dunn, Mathews

The Bible in Image and Text 3 credits

This team-taught course is a study of the interpretation of major biblical stories and figures in the Christian theological tradition and in art history. The marriage of Christian text an image is a natural and long-lived one; it provides and exciting way to integrate knowledge of various major themes such as creation and last judgement, and of many great biblical figures, such as Moses and Christ. Students will learn to read the images and visualize the text.

NSCI 102 Dr. Baril, Prof. S. Casey

Science and Society 3 credits

This course would attempt to show how the sciences, particularly the behavioral sciences, impact both positively and negatively on society. Issues dealt with would include the nature of science, similarities and differences between the scientific disciplines, the impact of science on the concept of free will, and the philosophical and moral implications of psychological testing, socio-biology, and Skinnerian radical behaviorism.

NSCI 201 Dr. Carey

(E)Science and the Human Environment 3 credits

A brief study of the effects of the technological, scientific and industrial progress on the air, land, and water resources of the human environment. Problems in each of the resource areas will be discussed in detail.

* Interdisciplinary courses are team-taught courses which vary from semester to semester. They may be used to fulfill appropriate General Education requirements as specified in the course schedule bulletin.

The School of Management

Ronald D. Johnson, D.B.A., Dean

The vision of the School of Management is to encourage and enable students to make lasting contributions to their organizations and communities.

Accreditation

The School of Management is AACSB accredited by the International Association for Management Education, on both the undergraduate and graduate levels.

MISSION STATEMENT

The Mission of the School of Management is to contribute to a Jesuit, liberal arts education by preparing students to meet the educational requirements for success in leadership, management, team membership, and other productive roles in business and related fields, and to provide service to the broad University community. The School of Management provides for the development of knowledge, skills, interpersonal and communication capacities, attitudes and values that will enable students to assume positive, influential roles in their work organizations and society. This process integrates the capacity for life-long learning and decision making with a clear sense of ethical responsibilities, and a sensitivity to cultural and demographic diversity. Our mission supports the University's Statement of Mission — to provide professional and pre-professional programs "designed to meet the standards of the appropriate professional fields, and to develop students who have a clear sense of the ethical responsibilities which these fields demand of their successful practitioners."

DEPARTMENTAL PROGRAMS

Seven programs are available in the School of Management: Accounting-Track in Financial Accounting, Accounting-Track in Managerial Accounting, Finance, International Business, Management, Marketing, and Operations Management. In addition, a B.S. in Economics is jointly offered with the College of Arts & Sciences. These programs prepare the student for a career in business or for graduate study. Except for the requirements of the major and the business core, the student in the School of Management will adhere to the same regulations as the student in the other undergraduate colleges. At least 50 percent of the major and business core credits must be earned here at the University of Scranton. Apart from minor exceptions, which require the explicit approval of the dean of the school, the student will spend the senior year in residence at the University.

GRADUATION REQUIREMENTS

In order to graduate in a business major, in addition to the 2.00 minimum GPA overall, the student must have earned a minimum 2.00 GPA in both the major and business core coursework.

MINORS

A minor in General Business is available to non-business students, with the exception of students majoring in Chemistry-Business, Electronics-Business, International Language-Business, and Economics (SOM only). It will consist of 21 credits:

ECO 101	Current Economic Issues	MGT 351	Principles of Management I
ACC 253-254	Financial-Managerial Accounting	MGT 352	Principles of Management II
MGT 251	Legal Environment of Business	MKT 351	Introduction to Marketing

These are the courses that are required in five of the six foundation areas for the MBA program in the graduate school. The last three courses must be taken after the other courses, and may be taken no earlier than the junior year. Minors in Accounting, Economics, Finance, Management of People and Teams, Management of Structures and Systems, and Operations Management are described under those respective programs.

BUSINESS COGNATE

Non-business students with special needs may pursue a personal cognate in business, but may not take more than 25 percent of their total credit hours in business. With the approval of his or her advisor, the student is free to select a variable number of business courses; however, the prerequisites stated in the catalog must be observed, and upper division courses may not be taken before the junior year.

MATH OPTIONS

Two math options are available to business majors:

Option I*	Option II*
MATH 107 (Quantitative Methods II)	MATH 114 (Analysis I)
MATH 108 (Quantitative Methods III)	MATH 221 (Analysis II)

Both options cover the topics of calculus. Option I takes an applied approach; Option II a theoretical approach.

*Students are tested for math placement during summer orientation. On the basis of these tests and their high school background it will be recommended that some students take Option II, especially if they expect to pursue graduate studies. The majority of students will be placed in Option I, and may also be required to take MATH 106 (Quantitative Methods I), as a prerequisite to taking MATH 107.

THE BUSINESS LEADERSHIP PROGRAM

Dr. McKeage, *Director*

Leadership, the process of persuasion or example by which the members of a group are persuaded to pursue the group's objectives, is the focus of many new programs in education. The Business Leadership Program in the University's School of Management provides selected students with an opportunity to perfect their talents for business leadership. The program includes special sections of key business courses taught from the leadership perspective, leadership seminars, a mentor/internship program, and an independent leadership project.

The key courses are taught with a special emphasis on business leadership by faculty chosen for their exceptional teaching and their interest in the leadership concept. The leadership seminars will help the students assess and perfect their talents for leadership and will put them into contact with many business leaders. Noteworthy among the opportunities are the internships (where the students are placed with business leaders who serve as mentors) and the projects developed and executed by the students to demonstrate their leadership skills. The program will culminate in the students' preparing portfolios on the essence of leadership, as derived from participation in the program, and defending their concepts of leadership before a faculty board.

The program is highly selective, accepting fifteen sophomores each spring to begin the two-year program the following fall. Applicants will be selected on the basis of the following criteria:

— **leadership experience and/or potential;** drawing from the student's record in high school, college, work history, clubs and activities.

— **student's self-assessment and motivation in applying** - how and why this program relates to the student's long-term goals.

— **interests and hobbies.**

— **recommendations of teachers, others.**

— **3.3 GPA** (ordinarily); a minimum of a 3.5 GPA will be needed for graduation in the program.

SCHEDULE

		FALL		SPRING
Junior Year:	BLDR 351	Principles of Mgt. I	BLDR 355	Business Ethics
	BLDR 385	Bus. Leadership Seminar #1 - Self-Assessment	BLDR 386	Bus. Leadership Seminar #2 - Empowerment
Senior Year:	BLDR 455	Bus. Policy & Strategy	BLDR 484	(W)Eloquentia Negotialis
	BLDR 485	Bus. Leadership Seminar #3 - Mentorship	BLDR 486	Bus. Leadership Seminar #4 - Case Study Defense

PROGRAMS OF STUDY

SPECIAL TOPICS COURSES

Special topics courses are offered in each department. The course numbers below will be prefixed with the appropriate department abbreviation.

Internship: 480-481 3-6 credits
(Approval of chairperson and dean required)

Guided Research for Independent Study: 482-483 3 credits
(Approval of chairperson and dean required)
Content determined by mentor in specialized field.

Seminar: 490-491
(Prerequisite: senior standing) This course will discuss topics for current concern in a specialized field, and will be conducted in seminar fashion. Content and emphasis will vary from year to year, but will always be up-to-date.

Special Topics: 484 3 credits
Course devoted to a special topic (chosen by instructor) in a field. The course will not normally be repeated.

ACCOUNTING

DR. CARPENTER, *Chairperson*

Accounting is defined as the process of recording, classifying, reporting and interpreting the financial data of an organization. Accordingly, it plays a vital role in the financial decisions made by the management, owners and creditors of organizations. Because of this important role, accounting has become known as the "language of business." To fulfill the needs of students entering this discipline, the Accounting Department of the University of Scranton offers majors in two tracks: financial accounting and managerial accounting.

Financial accounting focuses on the needs of users *outside* of the organization, primarily investors and creditors. This accounting information facilitates the investment and credit decisions that are inherent in a market economy. Many financial accountants ultimately seek CPA certification. The financial track is best suited for those students aspiring to become CPAs. While licensure of CPAs is separately governed by each state's legislative body, the Accounting Department provides students with the opportunity to satisfy the education requirements of any state in which they may aspire to become certified.

Managerial accounting focuses on the information needs of users *within* the organization. This information aids in planning and controlling the organization's activities, and in evaluating the performance of organization segments and managers. Many managerial accountants seek certification as Certified Management Accountants (CMA). The managerial track is best suited for those students aspiring to become CMAs.

The success of our graduates is demonstrated by their job placements. Alumni are employed by Big Six, regional, and local public accounting firms, as well as by many notable firms in private industry. Still others are employed by governmental and not-for-profit organizations. Students have opportunities for on-the-job training through our internship program.

ACCOUNTING- FINANCIAL ACCOUNTING TRACK

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
GE S/BH	ECO 153-154	Prin. of Micro-Macro Economics	3	3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE C/IL	C/IL 102	Computer and Information Literacy		3
GE QUAN-ELECT	MATH-ELECT[1]	Math Option- 2 courses	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar/Physical Education	1	1
			16	16
		SECOND YEAR		
BUS CORE	ACC 251-252	Financial Accounting I-II	3	3
BUS CORE	STAT 251-252	Statistics for Business I-II	3	3
BUS CORE	MGT 251	Legal Environment of Business		3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECTIVES	Natural Science Electives	3	3
GE HUMN	HUMN ELECTIVES	Humanities Electives	3	3
GE ELECT	ELECT[3]	Free Elective	3	
			18	18
		THIRD YEAR		
MAJOR	ACC 361-362	Intermediate Accounting I-II	3	3
MAJOR	ACC 363-364	Federal Taxes-Auditing	3	3
BUS CORE	MGT 351-352	Principles of Management I-II	3	3
BUS CORE	FIN 351-MKT 351	Intro. to Finance-Intro. to Marketing	3	3
BUS CORE	OIM 351-OIM 352	Intro. to Mgt. Science-Intro. to Oper Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of Intl Business		3
GE PHILor T/RS	PHIL or T/RS	Elective	3	
			18	18
		FOURTH YEAR		
MAJOR	ACC 460-ELECT[4]	Adv. Accounting-Major Elective	3	3
MAJOR	ACC 461-ELECT[4]	Cost Accounting-Major Elective	3	3
BUS CORE	OIM 471-MGT 455	Bus. Info. Mgt.-Bus. Policy & Strategy	3	3
GE HUMN	HUMN ELECT[3]	Humanities Elective	3	
GE ELECT	ELECT	Free Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	13

TOTAL: 133 Credits

[1] See note on Math Options in Undergraduate Catalog, page 183.

[2] If EDUC 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

[3] If a third math course is required, it replaces this GE elective.

[4] Major electives for the Financial Accounting track are ACC 365, 470, 472, 473, 474, 475 & 480. Students who plan to sit for the CPA examination in New York or New Jersey need 6 credits of Finance and 6 credits of law. For the additional course in Finance, one of FIN 361, FIN 362, or FIN 475 is recommended. ACC 470 is recommended for the additional law course.

ACCOUNTING-MANAGERIAL ACCOUNTING TRACK

	Dept. and No.	Descriptive Title of Course	Credits	
		FIRST YEAR	**FALL**	**SPRING**
GE S/BH	ECO 153-154	Prin. of Micro-Macro Economics	3	3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE C/IL	C/IL 102	Computer and Information Literacy		3
GE QUAN- ELECT	MATH-ELECT[1]	Math Option-2 courses	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar/Physical Education	1	1
			16	16
		SECOND YEAR		
BUS CORE	ACC 251-252	Financial Accounting I-II	3	3
BUS CORE	STAT 251-252	Statistics for Business I-II	3	3
BUS CORE	MGT 251	Legal Environment of Business		3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECTIVES	Natural Science Electives	3	3
GE HUMN	HUMN ELECTIVES	Humanities Electives	3	3
GE ELECT	ELECT[3]	Free Elective	3	
			18	18
		THIRD YEAR		
MAJOR	ACC 361-362	Intermediate Accounting I-II	3	3
MAJOR	ACC 461-365	Cost Acctg.-Federal Tax of Corp.	3	3
BUS CORE	MGT 351-352	Principles of Management I-II	3	3
BUS CORE	FIN 351-MKT 351	Intro to Finance-Intro. to Marketing	3	3
BUS CORE	OIM 351-OIM 352	Intro. to Mgt. Science-Intro. to Oper. Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of Intl. Business		3
GE PHIL or T/RS	PHIL or T/RS	Elective	3	
			18	18
		FOURTH YEAR		
MAJOR	ACC 462-ELECT[4]	Adv. Mgrl. Accounting-Major Elective	3	3
MAJOR	ACC ELECTIVES[4]	Major Electives	3	3
BUS CORE	OIM 471-MGT 455	Bus. Info. Mgt.-Bus. Policy & Strategy	3	3
GE HUMN	HUMN ELECT[2]	Humanities Elective	3	
GE ELECT	ELECT[3]	Free Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			16	13

TOTAL: 133 Credits

See note on Math Options in Undergraduate Catalog, page 183.

[2] If EDUC. 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

[3] If a third math course is required, it replaces this GE elective.

[4] The major electives for the Managerial Accounting track are ACC 363, 460, 470, 471, 472, 474, 475 & 480.

Minor in Accounting

The Accounting minor provides students of any major with an understanding of the "language of business," thus serving to expand their career possibilities. The minor also serves as an excellent foundation for students who might later pursue a graduate business degree or law degree. The minor consists of 4 required courses and 2 electives. Business students can complete the minor requirements by taking 4 accounting courses beyond the 2 accounting courses that are required of their major. Non-business students can complete the minor by taking 6 courses. Interested students should contact the S.O.M. Advising Center for additional information.

ACC 210 Staff
Survey of Managerial & Financial Accounting 3 credits
A foundation course for ACC 502. Coverage of recording transactions, adjusting and closing entries, and preparing financial statements; the form and content of each financial statement; and the principles underlying accounting treatment of economic events. Managerial accounting terminology, concepts and cost classification; the cost of goods manufactured and sold statement; the budgeting process. Not open to students needing 6 credits in introductory accounting.

ACC 251 Staff
Financial Accounting I 3 credits
(For ACC & FIN majors) A survey of accounting principles, concepts and procedures. Includes financial statements, the information processing cycle, cash, receivables, inventory costing methods, plant and equipment, intangibles, and current liabilities.

ACC 252 Staff
Financial Accounting II 3 credits
(Continuation of ACC 251 for ACC and FIN majors; prerequisite: ACC 251) A study of long-term liabilities, owners' equity of corporations and partnerships, the cash-flow statement, and cost analysis and accumulation.

ACC 253 Staff
Financial Accounting 3 credits
(For non-accounting and non-finance majors) A survey of the accounting cycle, basic financial statements, theory and techniques of income, asset, and liability recognition.

ACC 254 Staff
Managerial Accounting 3 credits
(Continuation of ACC 253 for non-accounting and non-finance majors; prerequisite: ACC 253) Completion of the financial accounting sequence. Methods of cost accumulation and assignment; methods useful in managerial decision making.

ACC 361 Drs. Carpenter, Mensah
Intermediate Accounting I 3 credits
(Prerequisite Junior standing, ACC 252) A comprehensive study of contemporary accounting theory, concepts and procedures and their application to the asset classifications on the balance sheet. Current pronouncements of the various accounting organizations relevant to assets will be emphasized.

ACC 362 Drs. Carpenter, Mensah
Intermediate Accounting II 3 credits
(Prerequisite: ACC 361) Application of contemporary accounting theory to liabilities and stockholder's equity classifications of the balance sheet. Current pronouncements of accounting organizations relevant to liabilities and owners' equity accounts will be emphasized.

ACC 363 Dr. Linton, Staff
Federal Taxes 3 credits
(Prerequisite: junior standing, ACC 252) An introductory course covering pertinent phases of federal income taxation. Emphasis on business transactions, preparation of individual returns, and finding the answers to federal tax questions.

ACC 364 Prof. Ellis, Staff
Auditing Theory 3 credit
(Prerequisite ACC 361) Regulatory, legal, ethical,and technical issues related to the independent audit service. Examination of auditing standards, statistical methods and techniques involved in the examination of certain transaction cycles.

ACC 365 Dr. Linton, Staff
Federal Taxation of Corporations and Partnerships 3 credits
(Prerequisite: ACC 252) An introduction to the taxation of C and S corporations and partnerships including analyses of the tax consequences of their formation, operation, and liquidation.

ACC 460 Drs. Mahoney, Mensah
Advanced Accounting I 3 credits
(Prerequisite: ACC 362) The theories and promulgated standards of accounting related to multiple business units, including purchase versus pooling theory, consolidated financial statements, minority interest, and branch accounting. Also covered is governmental and nonprofit accounting.

ACC 461 Drs. R.J. Grambo, Johnson, Lawrence, Staff
Cost Accounting 3 credits
(Prerequisites: junior standing, ACC 252) Theories, techniques and procedures in cost accumulation, reporting and control, including such topics as job order costs, process costs, by-products and joint-products costing, and standard cost and variance analysis.

ACC 462 Drs. R.J. Grambo, Johnson
Advanced Managerial Accounting Lawrence 3 credits
(Prerequisite: ACC 461) Accounting techniques as control devices in business with emphasis on use of accounting data in business decisions. Topics to include budgeting and profit planning, cost-volume-profit analysis and direct costing.

ACC 470 Dr. Linton, Staff
Law for Accountants 3 credits
(Prerequisite: MGT 251) A study of the law of contracts, sales, commercial paper, secured transactions, rights of debtors and creditors, and bankruptcy.

ACC 471 Dr. R.J. Grambo, Staff
Management Auditing 3 credits
(Prerequisite: ACC 362) An in-depth examination of the accountant in the manager's position. Administrative effectiveness and efficiency as provided through sound internal controls. Design and implementation of monitoring systems within the organization to promote better cost, benefit decisions.

ACC 472 Drs. Mahoney, Mensah, Staff
Advanced Accounting II 3 credits
(Prerequisite: ACC 362) A study of the theories and promulgated standards of accounting related to international operations, partnerships, estates and trusts, installment sales, consignments, SEC reporting, and interim financial reporting.

ACC 473 Dr. Ellis, Staff
Advanced Auditing 3 credits
(Prerequisite: ACC 364) An examination of statistical analysis in making audit judgements; internal control and auditing issues relating to EDP systems; risk assessment and testing for certain transaction cycles; and other attestation services and reports

ACC 474 Dr. R.J. Grambo, Staff
Accounting Information Systems 3 credits
(Prerequisite: ACC 362) The design and application of accounting systems in both the manual and automated environments. Analysis of information's accumulation and use patterns in organizations with a focus on providing useful and timely information. Extensive computer usage of Professional Business Software.

ACC/IB 475 Drs. Johnson, Lawrence
International Accounting 3 credits
(Prerequisites: ACC 252 or 254, and ECO 351) This course is designed for both accounting and non-accounting majors with an interest in global accounting issues. The environmental influences on accounting development, reporting standards for selected countries, and the harmonization of accounting standards are explored. Additional topics covered include financial reporting and statement analysis, accounting for foreign currency translation and transactions, and managerial accounting issues for multinational business entities.

Combined Bachelor of Science/Master of Business Administration Degree Program

The Accounting Department of the University of Scranton offers interested and qualified students the opportunity to earn both a Bachelor of Science degree in accounting and an M.B.A. degree with an accounting specialization. The student who is interested in becoming a Certified Public Accountant may want to enroll in this specialized program. The program was developed in response to emerging changes with respect to individual state requirements for certification as a Certified Public Accountant (C.P.A.). While each state dictates its own requirements for C.P.A. certification, the American Institute of Certified Public Accountants (the national association of C.P.A.'s) has encouraged individual states to implement a 150 credit hour educational requirement. Some states have indeed adopted such a requirment. The combined B.S./M.B.A. program provides the student with the opportunity to satisfy the educational requirements of any state in which the student may seek certification. It might also be of interest to those students who do not intend to enter public accounting.

Exceptional students are invited to apply for this program as early as the beginning of their junior year (please refer to the section on The Graduate School, page 269, and to the Graduate School catalog for specifics of the program). Students who are admitted to the program can begin taking graduate courses as early as their junior year. With judicious course scheduling, most students can complete the program within five academic years. These students must adhere to the graduate catalog requirements, which include the completion of at least three advanced elective accounting courses and an international course. Interested students should consult with the M.B.A. Director and obtain a copy of the Graduate School catalog for detailed requirements. A copy of the catalog can be obtained from the Graduate School.

ECONOMICS/FINANCE

DR. GHOSH, *Chairperson*

The major in Economics, which is available both through the School of Management and the College of Arts and Sciences (p. 110), provides an excellent training for understanding the economic events and developments of our complex industrialized society and of the world economies. It equips the student with training and background needed to assume responsible managerial positions in industry, commerce, banking, or government service. It also gives a strong preparation for the pursuit of graduate studies in Economics or the legal profession.

ECONOMICS

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR (GE S/BH)	ECO 153-154	Principles of Micro-Macro Economics	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE C/IL	C/IL 102	Computer and Information Literacy		3
GE QUAN-ELECT	MATH[1]	Math Option-2 courses	3	3
GE HUMN	HUMN ELECT [2]	Humanities Elective	3	
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Physical Education	1	1
			16	16
		SECOND YEAR		
MAJOR	ECO 361-362	Intermediate Micro-Macro Econ.	3	3
MAJOR	STAT 253	Statistics for Economics		3
COGNATE	ACC 253	Financial Accounting	3	
COGNATE	ELECT	Cognate Elective		3
GE PHIL-T/RS 122	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humn. Electives (HIST 110-111 recom.)	3	3
GE ELECT	ELECT[3]	Free Elective	3	
			18	18
		THIRD YEAR		
MAJOR	ECO/IB 351-ECO/IB 375	Env. of Intl. Bus. - Intl. Economics	3	3
MAJOR	ECO 363	Applied Econometrics	3	
MAJOR	ECO 460	Monetary & Fin. Eco.	3	
COGNATE	FIN 351 - ELECT	Intro. to Fin. - Cognate Electives	3	9
GE PHIL or T/RS	PHIL or T/RS	Elective	3	
GE ELECT	ELECT	Free Elective		3
			15	15
		FOURTH YEAR		
MAJOR	ECO ELECT	Economics Elective	3	
MAJOR	ECO SEM - ECO 471	Eco. Seminar - Advanced Macro.	3	3
COGNATE	COGNATE ELECT	Cognate Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives		3
GE ELECT	ELECT	Free Electives	6	6
GE PHED	PHED ELECT	Physical Education	1	1
			16	16

TOTAL: 130 Credits

1. See note on Math Options in Undergraduate Catalog, page 183.

2. If EDUC 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

3. If a third math course is required, it replaces this GE elective.

4. Economics majors may apply up to six cognate credits toward a Math minor. Students taking the sequence open to math majors are strongly urged to complete the calculus sequence by taking MATH 222, particularly if they plan on pursuing graduate studies.

Economics majors registered in the School of Management will apply 9 of their elective cognate credits to one of the following areas (exceptions require the permission of the SOM Dean): accounting, finance, international business, management, marketing, operations Management. The remaining cognate credits may be applied to the social sciences or from the other business areas (but note that no more than 30 credits altogether can be taken in business subjects, exclusive of economic courses). Care must be taken to observe prerequisites.

MINOR: 18 credits — ECO 153, 154, (ECO 101,102); 361, 362 plus two upper level ECO courses (SOM majors may not use ECO 351).

ECO 101 Staff
(S)Current Economic Issues 3 credits
Intended to provide a foundaton in economics for non-business students. This course provides economic analysis of contemporary economic issues relevant for the U.S. economy in particular and the world in general. Issues such as economic policy, budget deficit, federal debt, resession, unemployment, inflation, health care, environment, and regulation of business are studied. Tools of micro and macroeconomic analysis are developed in the context of these issues. Not open to economic majors.

ECO 102 Staff
Fundamentals of Economic Analysis
Designed to provide students who have minimal mathematical background an understanding of economics through application of basic quantitative methods. Statistical concepts and mathematical models are discussed and applied using electronic spreadsheets to examine issues critical to business firms, households, society, and economy in the aggregate. Not open to economics majors.

ECO 153 Staff
(S)Principles of Microeconomics 3 credits
(Formerly ECO 152) This course centers on the salient characteristics of the modern free enterprise economy. Topics include the operations of the price system as it regulates production, distribution, and consumption, and as it is in turn modified and influenced by private groups and government. International economics is also covered.

ECO 154 Staff
(S)Principles of Macroeconomics 3 credits
(Formerly ECO 151) This course analyzes the determinants of aggregate economic activity. The main areas studied are the monetary and banking system, the composition and fluctuations of national income, and inflation, all as influenced by monetary and fiscal policy.

ECO. 200 Dr. Ralph Grambo, Staff
(S)Economic Security & Personal Finance 3 credits
A survey of the practical approaches to achieving economic security. Topics include risk management, essentials of budgeting, savings, and credit planning, planning for taxes, investments, retirement and estates. This course is not open to economics or business majors or minors.

ECO. 300 Dr. Scahill, Staff
The Economics of Environmental Issues 3 credits
This course provides students with a framework for viewing environmental issues as economic issues. The operation of a system of markets and prices and the sources of "market failure" are explained. Alternative methods for addressing environmental problems are examined, including "command and control" regulatory policies and "market-based" policies. The evolution of public policies toward the environment is discussed. This course is not open to economics majors or minors, business majors or minors.

ECO/IB 351 Dr. Trussler/Staff
(D)Environment of International Business 3 credits
(Prerequisites: ECO 153 & 154; junior standing) This course introduces the student to the growing field of international business, touching on the economic, social and political environments of international trade and multinational corporations. International institutions and agencies that impact on international business are discussed and practical aspects of these topics are emphasized.

ECO 361 Dr. Ghosh/Staff
Intermediate Microeconomics 3 credits
(Prerequisite: ECO 153) This course centers on the analysis of production and cost theories. The topics studied are pure competition, monopoly, oligopoly, monopolistic competition, factor pricing, resource allocation, and income distribution. Economics majors take in Sophomore year; Finance in Junior year.

ECO 362 Dr. Ghosh/Staff
Intermediate Macroeconomics 3 credits
(Prerequisite: ECO 154) Course centers on the study of national income accounting, price level fluctuations, problems of full employment and impact of monetary and fiscal policy on income level and distribution. Economics majors take in Sophomore year; Finance in Junior year.

ECO 363 Dr. Nguyen
Applied Econometrics 3 credits
(Prerequisite: ECO 361, ECO 362, Stat. 253) This course deals with the modeling and estimation of relationships as applied to economics. The topics covered include single equation structural modeling and time-series modeling; estimation methods and problems; testing of economics hypotheses; and forecasting. The emphasis of the course is on applications involving the use of actual data.

ECO. 364 Dr. Corcione
Labor Economics & Labor Regulations 3 credits
(Prerequisites: ECO 153-154) Analysis of labor supply & demand; measurement theory of unemployment; occupational choice; wage differentials; labor market issues & policies; labor legislation.

ECO 365 Dr. Ghosh
Mathematical Economics 3 credits
(Prerequisites: ECO 361, ECO 362, STAT 253, MATH 107, MATH 108) This course studies the methodology of modern economic analysis. Emphasis is placed on developing the rigorous theoretical foundations of micro and macro economics using tools of calculus and linear algebra. Topics such as comparative static analysis, general equilibrium analysis, consumer and firm behavior, intertemporal decision making, decision making under uncertainty, theory of growth and rational expectation hypothesis are covered.

ECO 366 Dr. Trussler
Economic Geography 3 credits
(Prerequisite: ECO 153-154) The course will examine the broad areas of the spatial organization of economic systems and the location of economic activity. The discussion will encompass spatial decision-making for manufacturing industries, the service sector, and agricultural enterprises. The role of transportation in determining optimal locations and optimal flow of goods, information, and people will be emphasized. The spatial organization of the growth & development of cities and regions will also be discussed, as will the related topic of the development of nations within the global economy.

ECO/IB 375 Dr. Bose, Scahill
International Economics 3 credits
(Prerequisite: ECO 153, 154; and ECO 351 or permission of the instructor). This course explains the rationale for international trade and gains from trade and discusses various trade policies. Topics covered in the course include: comparative advantage, free trade and trade restrictions (tariffs, quotas, etc.), the trade policy of the United States, exchange rates and their determinants, balance of payments analysis and the significance of multinational corporations.

ECO 410 Dr. Scahill
Economics for Education Majors 3 credits
Provides an introduction to fundamental economic concepts as well as a review of techniques and materials (print, audio-visual, etc.) that can be used to teach economics at the K-12 grade levels. Emphasis is placed on strategies designed to integrate economics into such courses as language arts, mathematics and social studies. The course is intended for education majors and may not be used as a substitute for other economics courses.

ECO 460 Drs. Corcione, Nguyen
Monetary and Financial Economics 3 credits
(Prerequisite: ECO 362) This course emphasizes the interrelations between financial markets, financial institutions and aggregate economic activity. Topics include: an overview of financial institutions, introduction to money and capital markets, fundamentals of interest rates, the money supply process, the conduct of monetary policy, and other subjects that occupy the subject matter of money and financial markets.

ECO 461 Dr. Scahill
Managerial Economics 3 credits
(Prerequisite: ECO 361) Teaches the use of economic tools for managerial decision making. Topics include discussion of applicable economic, statistical and computer skills. Emphasis is on the microeconomic theory of the firm, how this is applied.

ECO 462 Drs. Trussler, Ghosh
Urban and Regional Economics 3 credits
(Prerequisite: ECO 361, 362) Tools, measurements and theories utilized in studying the economy of urban areas and regions. Issues such as growth, decline, housing, poverty and environmental concerns examined in a public policy context.

ECO 463 Dr. Bose
Public Finance and Taxation 3 credits
(Prerequisite: ECO 362) Government expenditures, budgets, intergovernmental fiscal relations, public debt, fiscal policy and the principles of taxation.

ECO 464 Dr. Ghosh
Environmental Economics and Policy 3 credits
(Prerequisite: ECO 361) This course provides a detailed and rigorous introduction to the subject matter of environmental economics. Topics include the economic effects and control of pollution, the optimal use of natural resources (e.g., land, water, minerals, fishery and forests) and formulation and evaluation of environmental policy.

ECO 465 Drs. Ghosh
Development Economics 3 credits
(Prerequisite: ECO 153, 154) This course introduces students to contemporary development economics. Topics include: the concept and measurement of economic development, the problems and prospects of the less developed countries and the alternative theories and processes of economic development.

ECO 470 Dr. Corcione
Law and Economics 3 credits
(Prerequisite: ECO 361 or permission of the instructor)This course focuses on the public policy implications of law and economics. It is based on the notion that legal rules establish implicit prices for different types of behavior and the consequence of these rules can be analyzed using microeconomics. In particular, microeconomic theory is used to analyze economic aspects of property, contracts, torts, and crime.

ECO 471 Dr. Ghosh
Advanced Macroeconomics 3 credits
(Prerequisite: ECO 362; 460, 363 or permission of the instructor) This course centers on the study of recent advances in macroeconomic analysis. Topics include empirical macroeconomic analysis, open economy macroeconomics, the role of economic policy and economic growth.

FINANCE

The practitioner in FINANCE must be familiar with the tools and techniques available, and, given the resources and constraints of the organizations and the general economic environment in which the organization operates, be adept at efficiently managing the fiscal resources of the organization, including the raising of funds and their short-term and long-term investment. Career opportunities in Finance include:

Banking	Investments	Corporate
Bank Examiner	Financial Analyst	Financial Analyst
Trust Officer	Security Broker	Working Capital Management

FINANCE

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
GE S/BH	ECO 153-154	Prin. of Micro-Macro Economics	3	3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE C/IL	C/IL 102	Computer and Information Literacy		3
GE QUAN	MATH[1]	Math Option	3	
GE ELEC	MATH[1]	Math Option		3
GE HUMN	HUMN ELECT[2]	Humanities Elective	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
BUS CORE	ACC 251-252	Financial Accounting I-II	3	3
BUS CORE	STAT 251-252	Statistics for Business I-II	3	3
BUS CORE	MGT 251	Legal Environment of Business		3
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 122	Theology II		3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELEC	ELECT[3]	Free Elective	3	
			18	18
		THIRD YEAR		
MAJOR	ECO 361-362	Intermediate Micro-Macro Economics	3	3
MAJOR	FIN 361	Working Capital Management		3
MAJOR	FIN 362	Investments		3
BUS CORE	MGT 351-352	Principles of Management I-II	3	3
BUS CORE	FIN 351-MKT 351	Intro. to Finance-Intro. to Marketing	3	3
BUS CORE	OIM 351-OIM 352	Intro. to Mgt.-Science-Intro. to Oper. Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of Intl. Business	3	
GE PHILor T/RS	PHIL or T/RS	Elective	3	
			18	18
		FOURTH YEAR		
MAJOR	ECO 460-FIN ELECT	Monetary & Fin. Eco.-Fin. Elective	3	3
MAJOR	FIN 470-FIN ELECT	Capital Investment and Structure-Fin. Elec.	3	3
BUS CORE	OIM 471	Business Information Management		3
BUS CORE	MGT 455	Business Policy & Strategy		3
GE HUMN	HUMN ELECT	Humanities Electives		3
GE ELEC	ELECT	Free Elective	6	
GE PHED	PHED ELECT	Physical Education	1	1
			13	16
				TOTAL: 133 Credits

[1] See note on Math Options in Undergraduate Catalog, page 183.

[2] If EDUC 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

[3] If a third math course is required, it replaces this GE elective.

MINOR: 18 credits - ECO 153, 154, 351, FIN 351 and two upper level Finance courses (from FIN 361, 362, 470, 471, 472 and 475.)

FIN 351 Staff
Introduction to Finance 3 credits
(Prerequisites: junior standing, ECO 153; ACC 252 or 253, or permission of the instuctor) This course introduces the business student to the field of Finance. It serves as the foundation course for financial principles used in both financial management and investment courses. Topics include time value of money, risk analysis, basic operation of the capital markets, current asset and liability analysis, and introduction to the topics of capital budgeting and cost of capital calculation.

FIN 361 Dr. R.W. Grambo, Staff
Working Capital Management 3 credits
(Prerequisite: FIN.351) This course is designed to provide advanced study in the financial management area through detailed analysis of financial statements, liquidity crises, cash optimization, credit analysis, banking arrangements, loan contracts, commercial paper and the use of money market.

FIN 362 Dr. Rajan, Staff
Investments 3 credits
(Prerequisite: FIN 351) An introduction to the theory and process of managing investments. Topics include practical operation of the equity markets, debt options and futures markets. Stock valuation models using fundamental technical and random walk approaches.

FIN 470 Dr. Kallianiotis, Staff
Capital Investment and Structure 3 credits
(Prerequisite: FIN 351) Advanced study in the "permanent" financial aspects of the firm including capital budgeting models, optimal replacement processes, abandonment, leasing, cost of capital, capital structure, mergers and acquisitions, and bankruptcy.

FIN. 471 Dr. Hussain, Staff
Derivative Securities 3 credits
(Prerequisite: FIN 362) Advanced work in speculation, hedging and arbitrage. Use of speculative markets for profit and risk adjustment. Options and futures pricing models, financial and index futures, and options, precious metals, and foreign exchange.

FIN 472 Dr. Hussain, Staff
Portfolio Management 3 credits
(Prerequisite: FIN 362) Advanced study of professional management of various portfolios including those of banks, insurance companies, pension funds, and non-profit institutions. Markowitz and Sharpe models, data availability, and computerized data services are covered.

FIN 473 Dr. Corcione, Staff
Financial Institutions 3 credits
(Prerequisite: ECO 362) The study of financial markets and financial institutions, including depository and nondepository institutions. Topics include regulation, operation, and management of financial institutions, financial instruments, interest rate principles, risk management strategies, loan analysis, and asset/liability management. Insurance and pension principles, and investment banking are covered.

FIN./IB 475 Dr. Kallianiotis
International Finance Management 3 credits
(Prerequisites: ECO 351, FIN 351) The course deals with the environment of international financial management, the foreign exchange risk management, the multinational working capital management, the international financial markets and instruments, the foreign investment analysis, and the management of ongoing operations. It also exposes students to a wide range of issues, concepts, and techniques pertaining to international finance.

University of California-Berkeley Economist, George Akerlog, the 1997 Henry George lecturer, meets with Omicron Delta Epsilon (Economics Honor Society) officers. From left are Prof. Hong V. Nguyen, ODE Advisor, Scott Prebich, Sergio Costa, Prof. George Akerlof, Karen Towers, and Steven Smith.

INTERNATIONAL BUSINESS

DR. TRUSSLER, DR. CHOWDHURY, *Program Co-Directors*

The major in International Business is an interdisciplinary program designed for those business students who seek an understanding of the complex world within which multinational corporations, national and international agencies, and individuals interact. As we approach the twenty-first century all business activities are becoming more and more international in nature; it is imperative that those who wish to succeed in this international setting have a clear understanding not only of the theory and practice of the core business disciplines, but also of their interaction with the geographic, cultural, and political environments within which multinational corporations operate, and international trade and investment occur. This major is designed to prepare students who wish to work in the international arena – either overseas or in the U.S.

INTERNATIONAL BUSINESS

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
GE S/BH	ECO 153-154	Principles of Micro-Macro Economics	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE PHIL	PHIL 120[2]	Introduction to Philosophy		3
GE C/IL	C/IL 102	Computer and Information Literacy	3	
GE QUAN-ELECT	MATH[1]	Math Option-2 courses	3	3
GE HUMN	HUMN ELECT	Foreign Language Electives	3	3
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Physical Education	1	1
			16	16
		SECOND YEAR		
BUS CORE	ACC 253-254	Financial-Managerial Accounting	3	3
BUS CORE	STAT 251-252	Statistics for Business I-II	3	3
BUS CORE	MGT 251	Legal Environment of Business	3	
GE PHIL	PHIL 210	Ethics		3
GE T/RS	T/RS 121-122	Theology I-II	3	3
GE NSCI	NSCI ELECT[3]	Natural Science Electives	3	3
GE ELECT	ELECT[5]	Foreign Language Electives	3	3
			18	18
		THIRD YEAR		
MAJOR	IB ELECT[4]	Advanced IB Electives		6
BUS CORE	MGT 351-352	Principles of Management I-II	3	3
BUS CORE	MKT 351-FIN 351	Intro. to Marketing-Intro. to Finance	3	3
BUS CORE	OIM 351-OIM 352	Intro. to Mgt. Science-Intro. to Oper Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of Intl. Business	3	
GE PHIL or T/RS	PHIL or T/RS	Elective	3	
GE HUMN	HUMN ELECT	Regional/Global Electives	3	3
			18	18
		FOURTH YEAR		
MAJOR	IB ELECT[4]	Advanced IB Electives	6	6
BUS CORE	MGT 455	Business Policy & Strategy	3	
BUS CORE	OIM 471	Business Information Management		3
GE ELECT	ELECT[6]	Regional/Global Electives	3	3
GE ELECT	ELECT[3,5]	Free Electives	(3)	(3)
GE PHED	PHED ELECT	Physical Education	1	1
			13(16)	13(16)
			TOTAL: 130 (136) Credits[5]	

[1] See note on Math Options in Undergraduate Catalog, page 183.

[2] If EDUC 113 is required, it is taken in place of PHIL 120. CMPS 102 is then moved to the spring of the first year. PHIL 120 will be taken in the second year.

[3] If a third math course is required, GE electives are moved from the fourth to the second year. The NSCI sequence is moved to the fourth year.

[4] Four of the five functional international business courses and two electives from IB 476, 490, ECO 366, 465 or the the fifth functional IB course.

[5] For students requiring EDUC 113 and a third math course, 6 additional credits are needed to complete the foreign language requirement.

[6] Global studies electives include GEOG 134 (recommended), PS 212, PS213, T/RS 314. Regional Studies electives are courses that focus on specific areas or regions of the world (not U.S.), including culture courses taught in a foreign language.

ECO/IB 351 Dr. Trussler/Staff
(D)Environment of International Business 3 credits
(Prerequisites: ECO 153 154; junior standing) This course introduces the student to the growing field of international business, touching on the economic, social, and political environments of international trade and multinational corporations. International institutions and agencies that impact on international business are discussed and practical aspects of these topics are emphasized

ECO /IB 375 Drs. Bose, Scahill
International Economics 3 credits
(Prerequisites: ECO 153, 154; and 351 or permission of the instructor) This course explains the rationale for international trade and gains from trade and discusses various trade policies. Topics covered in the course include: comparative advantage, free trade and trade restrictions (tariffs, quotas, etc.), the trade policy of the United States, exchange rates and their determinants, balance of payments analysis, and the significance of multinational corporations.

ACC /IB 475 Drs. Johnson, Lawrence
International Accounting 3 credits
(Prerequisites: ACC 252 or 254, and ECO 351) This course is designed for both accounting and non-accounting majors with an interest in global accounting issues. The environmental influences on accounting development, reporting standards for selected countries, and the harmonization of accounting standards are explored. Additional topics covered include financial reporting and statement analysis, accounting for foreign currency translation and transactions, and managerial accounting issues for multinational business entities.

FIN /IB 475 Dr. Kallianiotis
International Finance Management 3 credits
(Prerequisites: ECO 351, FIN 351) The course deals with the Environment of International Financial Management, the foreign exchange risk management, the multinational working capital management, the International financial markets and instruments, the foreign investment analysis, and the management of ongoing operations. It also exposes students to a wide range of issues, concepts, and techniques pertaining to international finance.

MGT/IB 475 Dr. Chowdhury, Staff
International Management 3 credits
(Prerequisites: ECO 351, MGT 351) Designed as an advanced level undergraduate course on international business. Focuses on functional strategies of multinational corporations (MNCs), structure and control systems of MNCs, and comparative management. The specific MNC strategies to be covered include entry, sourcing, marketing, financial, human resource and public affairs. The study of structure and control systems delves into issues such as corporate structure, headquarters-subsidiary relationships. Study of comparative management systems focuses on nature of management systems and practices in different cultures. Projected as a mainly case oriented course.

MKT /IB 475 Dr. Chattopadhyay
International Marketing 3 credits
(Prerequisites: MKT 351, ECO 351) Analysis of the marketing strategies of multinational corporations with emphasis on the internal environment of country markets. Discussions will include comparisons of different regional markets along socieconomic, political and cultural dimensions. Different types of international market barricades and the corresponding market entry strategies will be analyzed. Additional readings from international publications will be required.

IB 476 Dr. Bose
U.S. - East Asia Trade and Investment 3 credits
(Prerequisites: ECO 351) This course describes and analyzes trade and investment flows between the U.S. and Japan, China, Korea and Taiwan. Topics covered in the course include: economic trends in these countries, U.S. trade and investment with them, U.S. trade deficit, trade policies of the U.S. and these countries; analysis of Japan's KEIRETSU, Korea's CHAEBOL, China's MFN status and Taiwan's environmental problems.

MANAGEMENT

DR. BIBERMAN, *Chairperson*

Management involves getting things done through people. The Management major provides students with a broad-based, generalist background that is designed to provide graduates with the skills and tools needed to successfully cope with the challenging roles and expectations that are sweeping through organizations. "Getting things done" involves analyzing, designing and continuously improving an organization's structure and processes. "Through people" involves leading, motivating, and working effectively with other people in teams and other settings. Management courses use a variety of teaching techniques that involve a high degree of student/faculty interaction – including experiential exercises, student presentations, simulations and team activities – to develop self-analytic skill development, team and communication skills. Graduates of the major will practice skills in coping with the needs of organizations in the areas of social responsibility, globalization and the understanding of a regulatory environment. Students are encouraged to work with their faculty and advisors in choosing from a variety of courses to design a program of study that will prepare them to enter a variety of positions in private industry, government, educational institutions, small businesses, and not-for-profit organizations.

MANAGEMENT

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
GE S/BH	ECO 153-154	Prin. of Micro-Macro Economics	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE T/RS	T/RS 121	Theology I	3	
GE C/IL	C/IL 102	Computer and Information Literacy		3
GE QUAN/ELECT	MATH[1]	Math Option-2 Courses	3	3
GE HUMN	HUMN ELECT[2]	Humanities Elective	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
BUS CORE	ACC 253-254	Financial-Managerial Accounting	3	3
BUS CORE	STAT 251-252	Statistics for Business I-II	3	3
BUS CORE	MGT 251	Legal Environment of Business	3	
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	ELECT [3]	Free Elective		3
			18	18
		THIRD YEAR		
MAJOR	MGT ELECT[4]	Mgt. Elective		3
MAJOR	MGT ELECT[4]	Mgt. Elective		3
BUS CORE	MGT 351-352	Principles of Management I-II	3	3
BUS CORE	MKT 351-FIN 351	Intro. to Marketing-Intro. to Finance	3	3
BUS CORE	OIM 351-OIM 352	Intro. to Mgt. Science-Intro to Oper Mgt.	3	3
BUS CORE	ECO 351	Environment of Intl Business	3	
GE PHIL or T/RS	PHIL or T/RS	Elective	3	
			15	15
		FOURTH YEAR		
MAJOR	MGT ELECT[4]	Mgt. Electives	3	3
MAJOR	MGT ELECT	Mgt. Electives	3	3
BUS CORE	MGT 455	Business Policy & Strategy	3	
BUS CORE	OIM 471	Business Information Management		3
GE HUMN	HUMN ELECT	Humanities Electives	3	
GE ELECT	ELECT	Free Electives	3	6
GE PHED	PHED ELECT	Physical Education	1	1
			16	16

TOTAL: 130 Credits

[1] See note on Math Options in Undergraduate Catalog, page 183

[2] If EDUC 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

[3] If a third math course is required, it replaces this GE elective.

[4] In consultation with their advisor, management majors should choose two of the following four focus courses; MGT 361, 362, 460 or 461. MGT 361 and 362 focus more on people skills; MGT 460 and 461 focus more on organizational and administrative processes.

MINORS: Management of Structures and Systems—This minor focuses on the skills a successful manager needs to plan, organize, maintain, and improve an organization's structures and systems. The student will take MGT 351, 352, 460, 461, 462 and any upper management elective except MGT 455.

Management of People and Teams—This minor focuses on the skills a successful manager needs to meet the management challenges of people and teams in today's workplace. The student will take MGT 351, 352, 361, 362, 471 and any upper ,level management elective except MGT 455.

MGT 161 Staff
Intro to Business 3 credits
Nature, types, and principles of business. Factors to consider in starting or choosing a business organization. Overview of business functions – finance, marketing, production, accounting, and management—in an analytical framework. Attention to business environment: legal, governmental, social and ethical. Enrollment is restricted to Associate Business Degree students. Non-business students may take this course as a free elective with the permission of the Dean of Dexter Hanley College.

MGT 251 Prof. Wormuth
Legal Environment of Business 3 credits
The nature, sources, formation, and applications of law. The judicial function, the court system, litigation and other methods of resolving disputes, legislation law from judicial decisions, law by administrative agencies, regulation of business activity, antitrust law, consumer protection, environment, and pollution control. Substantive review of tort, criminal and insurance law. Full review of property rights for both personal and real property. Attention to business organization, principal of agency, partnership and corporation.

MGT 351 Staff
(W)Principles of Management I 3 credits
(Prerequisite: junior standing) Survey course examines key aspects of organizations and their management, e.g., dynamic environments and their effects, organization design and structure, roles/functions of managers, managing technology and change, global management, and alternative types of organizations. This course examines the expanding role of the manager from the traditional areas of planning, organizing, controlling and directing to addressing current topics including issues of workplace diversity. Course will address the knowledge and skills that managers must develop in working with others who are different from themselves.

MGT 352 Staff
Principles of Management II 3 credits
(Prerequisite: MGT. 351) Survey course examines the individual in the work setting working with a variety of people inside and outside the organization. This course deals with such issues as motivation, leadership, communication diversity at the work place, and with individual effectiveness, interpersonal relations, and group skills.

MGT 361 Dr. Biberman, Staff
Personnel Management 3 credits
(Prerequisite: MGT 351) This course will describe and explain the preparation of job descriptions, demographics of labor resources, recruitment policies, interviewing techniques, hiring contracts, aptitude testing and performance evaluation, labor turnover and labor mobility, employee morale, complaints and grievances, disciplinary procedures, employee health and safety, wage and hour administration, and government regulations relating to labor. The handling of absenteeism, alcoholism, and drug addiction, and other functional duties of a personnel department will also be covered.

MGT 362 Dr. Goll, Staff
Employee-Management Relations 3 credits
(Prerequisite: MGT 351) This course will focus on employee-management practices in contemporary society. It examines the employee participation in unions and their spill-over effect on nonunion settings. Course topics include unions, the collective bargaining process, wages and benefits, seniority, grievance procedures, and arbitration. Discrimination in employment and equal employment opportunity will be discussed, as well as future issues in union and nonunion settings and international employee-management relations.

MGT 455 Drs. Brumagim, Goll, Tischler
(W)Business Policy and Strategy 3 credits
(Prerequisites: seniors only, FIN 351, OIM 352, MGT 352, MKT 351) This is the capstone course for all business majors. Concepts and skills developed in the prerequisite courses are integrated and applied to the overall management of an organization. Topics will include setting objectives, designing strategic plans, allocating resources, organizational structuring and controlling performance.

MGT 460 Dr. Goll, Prof. Hewitt, Staff
Organization Theory 3 credits
(Prerequisites: MGT 351) Study of the forces both within and outside the organization that determine the structure and processes of an organization. Topics to be covered will include technology and size influences, conflict, boundary roles, matrix structure, political factors, and sociotechnical systems.

MGT 461 Dr. Tischler
Management of Administrative Processes and Change 3 credits
(Prerequisite: MGT 351) This course examines the process of administration from an open systems framework. The effects of change (particularly technological and environmental change), on administrative systems life-cycles are discussed. This course also investigates the effect of total quality management on administrative systems. Particular attention will be given to the managing processes across administrative subsystems. Topics will include: open systems theory, administrative systems design, total quality management, administrative transactions analysis and management, administrative control of change processes.

MGT 462 Dr. Brumagim, Staff
Project Management in Organizations 3 credits
(Prerequisites: MGT 351) This course will examine advanced project management concepts from all phases of the project lifecycle (from requirements specification through post-project assessment). Special emphasis will be placed on understanding projects within the context of complex organizational settings by utilizing an open systems perspective. Linkages with more permanent administration structures within the organization will be reviewed. Finally, the effect of current management trends (such as total quality management) on project management will be discussed.

MGT 471 Drs. Biberman, McKeage
Group Dynamics 3 credits
(Prerequisite: MGT 351 or permission of instructor) Survey and analysis of constructs, research and applications of small group phenomena in an organizational context. Examines the various theories, research measurements and observational methods used in studying groups. Students will be able to explore their own behavior in groups by participating in various groups and/or by observing others in group experiences. The course will prepare students to be effective in groups.

MGT 472 Prof. Hewitt, Staff
Women and Men in Management 3 credits
(Prerequisite: MGT 351) This course explores the opportunities for women in management as well as the special skills and insights needed by women in order to take full advantage of such opportunities. This course will focus on the effects of having men and women acting as colleagues in the workplace and discuss the problems which may ensue. The course will prepare both men and women for the gender issues which can affect managerial performance. Topics to be covered include sexual harassment, the dual career family and male/female socialization.

MGT 473 Staff
Organizational Social Responsibility 3 credits
(Prerequisite: MGT 351 or permission of the instructor) This course is designed to introduce students to basic concepts which underlie the social responsibility aspect of the management process. The role of pluralism is examined in the societal system to provide an understanding of the evolving relationship between organizations and society as a whole. The essential nature of the managerial approach is explored in the light of the increasing importance of societal impact on the organization.

MGT 474 Dr. Biberman
(D)Managing a Multicultural Workforce 3 credits
This course addresses the skills and knowledge managers must develop in dealing with the opportunities and challenges of an increasingly culturally diverse workforce. Specific topics to be covered include diversity in ethnicity, nationality, religion, culture, gender, age, sexual orientation and disability. The course will help students understand the social and other processes experienced by people in the workforce as they interact and work with people different from themselves. It will also help students understand their own cultural values biases and behaviors.

MGT /IB 475 Dr. Chowdhury, Staff
International Management 3 credits
(Prerequisites: ECO 351, MGT 351) Designed as an advanced level undergraduate course on international business. Focuses on functional strategies of multi-national corporations (MNCs), structure and control systems of MNCs, and comparative management. The specific MNC strategies to be covered include entry, sourcing, marketing, financial, human resource and public affairs. The study of structure and control systems delves into issues such as corporate structure, headquarters-subsidiary relationships. Study of comparative management systems focuses on nature of management systems and practices in different cultures. Projected as a mainly case oriented course.

The School of Management Academic Advising Center staff, from left: Maggie Parsons, academic counselor; Barbara Gleason, center director and assistant dean; Mary Ellen Mrozek, secretary; and Barbara Griguts, academic counselor.

MARKETING

DR. BIBERMAN, *Chairperson*

Marketing is "people-oriented," focusing on the interaction between the firm and its market (buyers). The marketer explores major needs to develop new products and to position them so that buyers see their relevance.Marketing majors are introduced not only to the visible marketing tools: products, salespeople, and the various selling and promotional techniques, but also to less visible marketing functions; marketing research and the firm's interactions with wholesalers and retailers. The student will develop both the quantitative and qualitative skills needed to succeed in a real business environment.

MARKETING

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
GE S/BH	ECO 153-154	Prin, of Micro-Macro Economics	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE T/RS	T/RS 121	Theology	3	
GE C/IL	C/IL 102	Computer and Information Literacy		3
GE QUAN	MATH [1]	Math Option	3	
GE ELECT	MATH [1]	Math Option		3
GE HUMN	HUMN ELECT[2]	Humanities Elective	3	
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
		SECOND YEAR		
BUS CORE	ACC 253-254	Financial-Managerial Accounting	3	3
BUS CORE	STAT 251-252	Statistics for Business I-II	3	3
BUS CORE	MGT 251	Legal Environment of Business	3	
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 122	Theology II		3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	ELECT[3]	Free Elective		3
			18	18
		THIRD YEAR		
MAJOR	MKT 361	Marketing Research		3
MAJOR	MKT 362	Consumer Behavior		3
BUS CORE	MKT 351-FIN 351	Intro. to Marketing-Intro. to Finance	3	3
BUS CORE	MGT 351-352	Principles of Management I-II	3	3
BUS CORE	OIM 351-OIM 352	Intro. to Mgt. Science-Intto. to Oper. Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of Intl. Business	3	
GE PHIL or T/RS	PHIL or T/RS	Elective	3	
			15	15
		FOURTH YEAR		
MAJOR	MKT 470-476	Mkt. Communications-Mkt Strategy	3	3
MAJOR	MKT ELECT	Mkt. Electives	3	3
BUS CORE	MGT 455	Business Policy & Strategy	3	
BUS CORE	OIM 471	Business Information Management		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	ELECT	Free Electives	3	6
GE PHED	PHED ELECT	Physical Education	1	1
			16	16
			TOTAL:	130 Credits

[1] See note on math options in Undergraduate Catalog, page 183.

[2] If EDUC 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

[3] If a third math course is required, it replaces this GE elective.

MKT. 351 Staff
Introduction to Marketing 3 credits
(Prerequisites: Junior standing, ECO 153 & 154 or ECO 101) This course introduces the student to the field of marketing. An overview of the principles on which the discipline is founded is provided to students. In addition, the role that various institutions such as manufacturing firms, wholesalers and retailers, and other facilitating middlemen play in the marketplace is examined. The marketing concept is presented as the framework under which the decisions related to marketing mix variables (product, place, price and promotion) are made by organizations.

MKT. 361 Dr. Chattopadhyay, Staff
Marketing Research 3 credits
(Prerequisite: MKT 351) Study of the role of marketing information as the basis for decision making. Topics include research design, methods of gathering data, questionnaire structure, interviewing methods and preparing the final report. Examples of various types of research problems and quantitative techniques used by marketing management are presented.

MKT. 362 Staff
Consumer Behavior 3 credits
(Prerequisite: MKT 351) Study of theories of consumer behavior. The buyer is analyzed at the individual level in terms of motivation, attitudes, etc. and at the social level in terms of influence on buying behavior from the socio-economic environment.

MKT. 470 Dr. Zych, Staff
Marketing Communications 3 credits
(Prerequisite: Mkt. 351) Personal and mass communication approaches generated by manufacturers and intermediates or institutions toward target markets. The design of advertising campaigns to shift consumer attitudes, to secure resellers' support and to inform, persuade, and move them to action. Development of copy selection of media and measurement of promotion effectiveness including evaluation of sales force.

MKT. 471 Dr. Sumrall
Sales Force Management 3 credits
(Prerequisites: MGT 352, MKT 351) This course is intended to develop the concepts and techniques needed to identify and analyze the various decision areas faced by a sales force manager. Topics to be covered include recruiting, selecting and training the sales force; forecasting, budgeting and sales quotas; assigning, motivating and compensating the sales force.

MKT. 472 Dr. Sumrall
Retailing Management 3 credits
(Prerequisites: MGT 352, FIN 351, MGT 351, OIM 351) This course is intended to focus on the decision areas facing retail managers. Topics to be covered will include retailing, structure, merchandising, locations, store layout, promotion, pricing and personnel.

MKT./IB 475 Dr. Chattopadhyay
International Marketing 3 credits
(Prerequisites: MKT 351, ECO 351) Analysis of the marketing strategies of multinational corporations with emphasis on the internal environment of country markets. Discussions will include comparisons of different regional markets along socio-economic, political and cultural dimensions. Different types of international market barricades and the corresponding market entry strategies will be analyzed. Additional readings from international publications will be required.

MKT. 476 Dr. Balakrishnan
Marketing Strategy 3 credits
(Prerequisite: MKT 351) The theme of this course is building effective marketing strategies through integrated decision making. Emphasis is on different decision models within functional areas such as demand analysis, consumer research, product and promotion management, etc. Case discussions and advanced readings will be required.

OPERATIONS AND INFORMATION MANAGEMENT

DR. KAKUMANU, *Chairperson*

Operations and Information Management is primarily concerned with the effective management of production and operations systems in manufacturing and service organizations. Career opportunities include:

Manufacturing		Services	
V.P. Manufacturing	Plant Manager	V.P. Operations	Store Manager
Production Manager	Quality Control Manager	Operations Manager	Customer Service Manager
Materials Manager	Production Planning Analyst	Supplies Specialist	Warehouse Manager
Inventory Analyst	Purchasing Manager	Buyer or Purchasing Agent	Inventory Analyst
Warehouse Manager	Shipping Specialist		

OPERATIONS MANAGEMENT

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
GE S/BH	ECO 153-154	Prin. of Micro-Macro Economics	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE T/RS	T/RS 121	Theology I	3	
GE C/IL	C/IL 102	Computer and Information Literacy		3
GE QUAN-ELECT	MATH[1]	Math Option-2 courses	3	3
GE HUMN	HUMN ELECT[2]	Humanities Elective	3	
GE FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Physical Education	1	1
			16	16
		SECOND YEAR		
BUS CORE	ACC 253-254	Financial-Managerial Accounting	3	3
BUS CORE	STAT 251-252	Statistics for Business I-II	3	3
BUS CORE	MGT 251	Legal Environment of Business		3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	ELECT[3]	Free Elective	3	
			18	18
		THIRD YEAR		
MAJOR	OIM 361	Productivity Management		3
MAJOR	OIM ELECT	OIM Elective		3
BUS CORE	MGT 351-352	Principles of Management I-II	3	3
BUS CORE	MKT 351-FIN 351	Intro. to Marketing-Intro to Finance	3	3
BUS CORE	OIM 351-OIM 352	Intro. to Mgt. Science-Intro. to Oper Mgt.	3	3
BUS CORE	ECO/IB 351	Environment of Intl. Business	3	
GE PHIL or T/RS	PHIL or T/RS	Elective	3	
			15	15
		FOURTH YEAR		
MAJOR	OIM 470	Production Planning and Control	3	
MAJOR	OIM 473	Bus. Appl .of Communication Networks		3
MAJOR	OIM ELECT	OIM Electives	3	3
BUS CORE	MGT 455	Business Policy & Strategy	3	
BUS CORE	OIM 471	Business Information Management		3
GE HUMN	HUMN ELECT	Humanities Electives	3	
GE ELECT	ELECT	Free Electives	3	6
GE PHED	PHED ELECT	Physical Education	1	1
			16	16

TOTAL: 130 Credits

[1] See note on Math Options in Undergraduate Catalog, page 183.

[2] If EDUC 113 is required in the first semester it is taken in place of a humanities elective and is counted as a GE free elective. One GE free elective in the fourth year must then be taken as a humanities elective.

[3] If a third math course is required, it replaces this GE elective.

MINOR: The minor in operations management (18 credits) must include STAT 252, OIM 351, OIM 352, OIM 471 and any two of the following: OIM 361, OIM 363, OIM 364, OIM 365, OIM 470, OIM 473, OIM 476, or OIM 490.

STAT 251 Drs. Gnanendran, Gougeon,
(Q)Statistics for Business I Sebastianelli, Staff
3 credits
(Prerequisite: MATH 107 or 114) Detailed coverage of descriptive statistics. An introduction to the elements of probability theory (including Bayes' theorem) and decision theory, and index numbers. The major discrete and continuous probability distributions are covered with an emphasis on business applications. Data analysis will be done using appropriate software.

STAT 252 Drs. Gnanendran, Gougeon,
(Q)Statistics for Business II Sebastianelli, Staff
3 credits
(Prerequisite: STAT 251; corequisite: C/IL 102) A survey of inferential statistical methods covering sampling distributions, interval estimation, hypothesis testing, goodness-of-fit tests, analysis of variance, regression and correlation analyses, and nonparametric statistics. Data analysis wil be done using appropriate software.

STAT 253 Drs. Gougeon, Kakumanu, Staff
Statistics for Economics 3 credits
(Prerequisite: MATH 107 or 114) Coverage of statistical tools to analyze economic data. Topics include measures of central tendency, dispersion, probability distributions, index numbers, time series analysis, regression and correlation, and analysis of variance. Data analysis wil be done using appropriate software.

OIM 351 Drs. Chien, Cunningham,
Introduction to Gnanendran, Tamimi, Staff
Management Science 3 credits
(Prerequisite: junior standing, C/IL 102, STAT 251) A survey of the quantitative techniques which are used by modern managers. Topic coverage focuses on model building, linear programming methods, queuing models, project management and simulation. Emphasis is placed on the use and limits of these quantitative methods. Model analysis will be done using appropriate software.

OIM 352 Drs. Chien, Cunningham,
Introduction to Gnanendran, Tamimi, Staff
Operations Management 3 credits
(Prerequisites: OIM 351, STAT 252) A functional view of how to manage the activities involved in the process of converting or transforming resources into products or services. Topics include an overview of strategic decisions, forecasting, product design, process planning, facility layout, basic inventory models, capacity planning, aggregate planning and scheduling.

OIM 361 Drs. Cunningham, Tamimi, Staff
Productivity Management 3 credits
(Prerequisite: STAT 252, junior standing) A study of productivity and materials flow. Topics include: productivity measurement, Just-in-Time techniques, synchronizing product flow, quality control issues, layout, job design, maintenance and purchasing issues.

OIM 363 Drs. Sebastianelli, Tamimi, Staff
Total Quality Management 3 credits
(Prerequisite: STAT 252) The philosophy of Total Quality Management (TQM) and issues concerning its implementation are studied, covering the approaches of well-known leaders in the field, e.g. Deming. Topics include employee empowerment, quality-improvement tools, cross-functional teams, leadership for quality, statistical process control, process capability, Taguchi methods, ISO 9000 standards, and the role of inspection in TQM.

OIM 364 Drs. Cunningham, Prattipati,
Service Operations Staff
Management 3 credits
(Prerequisite STAT 252) Principles of operations management applied to service organizations. Topics include: service system design; location and layout of services; planning, scheduling and control of services; service measurement and quality assurance; management information systems in services; and not-for-profit businesses.

OIM 365 Dr. Cunningham, Staff
Logistics Management 3 credits
(Prerequisite: OIM 352) The design, operation and control of logistics systems for production and service firms. Topics include activities associated with the physical supply and physical distribution efforts of the firm such as facility location, logistics customer service, order processing systems, mode and carrier selection, warehousing, and logistics requirements planning.

OIM 470 Drs. Chien, Gnanendran, Staff
Production Planning and Control 3 credits
(Prerequisite: OIM 352) Production planning and inventory management within the organization. Topics include forecasting, aggregate planning, capacity planning, master production scheduling, material requirements planning, production activity control, purchasing, inventory models, Just-in-Time and problems of practical applications.

OIM 471 Drs. Kakumanu, Prattipati,
Business Information Tamimi, Staff
Management 3 credits
(Prerequisites: C/IL 102, MGT 351) Computers and how they can be applied to the operations and management of business firms. Topics include data processing concepts, overviews of computer hardware and software, modern data and information processing systems, applications of computers in business, acquiring and managing of computer and information resources. Software packages will be used to gain hands-on experience.

OIM 473 Drs. Kakumanu, Prattipati, Staff
Business Applications 3 credits
of Communication Networks
(Prerequisite: OIM 471) Use of computer and telecommunication networks to achieve organizational goals. Topics include data communications; planning and design of communication networks; data integrity, independence and security; client-server computing; global communication; the INTERNET; applications of telecommunication networks and current issues and future trends.

OIM 476 Drs. Tamimi, Prattipati, Staff
Technology Management 3 credits
(Prerequisite OIM 352) The course covers contemporary topics in technology including: role of technology in organization; choice of process technology; policy and strategy; technology positioning; automation and service sectors; information technologies in manufacturing; moving beyond Taylorism and other issues in technology management for the 90's.

The J.A. Panuska, S.J., College of Professional Studies

James J. Pallante, Ed.D., Dean

The J.A. Panuska, S.J., College of Professional Studies, formerly The College of Health, Education, and Human Resources, was established in 1987 in response to the unique needs of students preparing to enter directly into a variety of professional fields. The College has been designed to incorporate theory into practice, and it is this belief that structures our pedagogy and our curriculum. Our programs of study require students to look not only at their chosen field of study, but also to the world around them. This is accomplished in a variety of ways: through internships, service-learning experiences and appropriate professional certifications.

COUNSELING AND HUMAN SERVICES

FR. MORGAN, S.J., *Chairperson*

DR. TOLOCZKO, *Director of Human Services*

The Human Services curriculum is designed to develop in students the values, knowledge and skills necessary to work with people in a variety of settings and situations. The sequence of courses focuses on understanding normal and abnormal human adjustment across the lifespan and on developing skill in interventions designed to maximize human adjustment and development. Core requirements in the major emphasize values, knowledge and skills common to all fields of human services, while electives allow students to develop competence in assisting specific populations. A three-credit, 138 hour, internship experience is required of all majors, with a second, three-credit internship available as an elective.

In order to graduate, Human Service majors must maintain a 2.5 GPA in major courses and full-time **students must complete a minimum of ten hours of community service during each fall and spring semester** registered as a Human Services major. Dexter Hanley College students will meet the service learning requirement by completing major courses that have a service learning component. They will not be required to complete additional service learning hours.

The curriculum is geared toward students who have high social science interests as well as general scientific interest and aptitude in the social and behavioral sciences. The curriculum prepares students for entry-level positions in a variety of human services positions in private or public settings, or for graduate study in counseling, social work, or related social or behavioral science professions.

HUMAN SERVICES

	Dept. & No.	Descriptive Title	Credits	
		FIRST YEAR	**FALL**	**SPRING**
MAJOR	HS 111	Intro. to Human Adjustment	3	
MAJOR	HS 112	Human Service Systems		3
COGNATE(GE S/BH)	PSYCH 110	Fundamentals of Psychology		3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computer/Info. Literacy	3	
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro Philosophy-Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Elective		1
SERV	SERV 192[1] F/192S	Service Learning		
			16	16
		SECOND YEAR		
MAJOR	HS 241	Case Mgt. and Interviewing	3	
MAJOR	HS 242	Counseling Theories		3
MAJOR	HS 293	Research Methods		3
COGNATE(GE S/BH)	PSYCH 221	Childhood and Adolescence	3	
COGNATE	PSYCH 222	Adulthood and Aging		3
GE QUAN	QUAN	Elective	3	
GE PHIL-T/RS	PHIL 210-T/RS122	Ethics-Theology II	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
SERV	SERV 292[1] F/292S	Service Learning		
			18	18
		THIRD YEAR		
MAJOR	HS 333	Multiculturalism in H.S.	3	
MAJOR	HS 340	Career Seminar	1	
MAJOR	HS 341	Group Counseling	3	
MAJOR	HS 380	Internship		3
MAJOR	HS ELECT	Human Services Electives	6	6
COGNATE	ELECT[2]	Social/Behav Sci. Electives	3	3
GE PHIL-T/RS	PHIL-T/RS ELECT	Philosophy-T/RS Elective		3
GE PHED	PHED ELECT	Physical Education	1	1
SERV	SERV 392[1] F/392S	Service Learning		
			17	16
		FOURTH YEAR		
MAJOR	HS 441	Crisis Intervention	3	
MAJOR	HS ELECT	Human Services Electives		3
COGNATE	ELECT	Social/Behav Sci Electives	6	6
GE ELECT	ELECT	Free Electives	6	6
SERV	SERV 492[1] F/492S	Service Learning		
			15	15

Total: 131 Credits

[1] SERV (192, 292, 392, 492) is a ten hour requirement during each fall and spring semester per academic year.

[2] To avoid duplication of course content, Human Services majors should not take PSYCH 225 (Abnormal Psychology), PSYCH 224 (Personality), PSYCH 330 (Research Methods), or PSYCH 360 (Clinical Psychology). Students who wish to declare a double major or a minor in Psychology should consult their advisor.

MINOR. A minor in Human Services requires HS 111, 112, 241, 242, 341, and one HS elective course.

SERV 192, 292, 392, 492 (F or S) Staff
Service Learning 0 credits
This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The service-learning hours will be logged, checked and noted on a student's transcript. Serv 292 requires prior completion of Serv 192, 292 for 392 and 392 for 492.

HS 001 Staff
Residence Life: Theory and Practice 0 credits
Introduction to the Resident Assistant position on the University of Scranton residence life staff. Communication skills, conflict resolution, crisis intervention and referral, development of community in a residence facility, and the personal development of RAs as staff members will be stressed. ENROLLMENT LIMITED TO RESIDENT ASSISTANTS. NOT FOR ACADEMIC CREDIT.

HS 111 Staff
(S)Introduction to Human Adjustment 3 credits
Introduction to human adjustment throughout the lifespan. Focuses on discrimination of normal and abnormal behavioral and emotional responses to developmental life stages and to common developmental concerns.

HS 112 Staff
Human Services Systems 3 credits
Examines the human service systems and institutions which have evolved as a response to human need. Explores both the effect of social problems on individuals and families and the service systems designed to alleviate such problems.

HS 241 Staff
(D)Case Management and Interviewing 3 credits
The role of the human service professional as a case manager or coordinator of services is examined. Initial interviewing skills and techniques are discussed with an emphasis on case conceptualization, problem identification, goal selection, evaluation, and follow-up.

HS 242 Staff
Counseling Theories 3 credits
The role of the human services professional as an individual counselor or caseworker is examined. Theories and techniques as well as problems in individual counseling are explored.

HS 284 Staff
Special Topics 3 credits
Courses developed to provide in-depth coverage of specific topics in human services. Course title will be provided in advance of registration. May be used only twice to satisfy major or minor elective requirement.

HS 293 Staff
(W)Research Methods in Human Services 3 credits
An introduction to research methodology as applied to problems in human services agencies and settings. Specific topics include descriptive, experimental, and quasi-experimental research methods. Emphasis is placed on development of the student's ability to be a critical consumer of research in human services.

HS 321 Staff
Physical Disabilities 3 credits
Selected physical conditions and/or disabling conditions are examined with particular emphasis on body systems involved, treatment possibilities, residual function limitations, and psychological impact of each condition.

HS 322 Staff
Mental Retardation 3 credits
Etiology, diagnosis, assessment, treatment, and prevention of mental retardation and developmental disabilities are examined. Emphasis will be placed on innovative and community-based treatment approaches.

HS 323 Staff
Psychiatric Rehabilitation 3 credits
An examination of the problems associated with mental and emotional disturbances. Emphasis is placed on contemporary modalities of rehabilitation as they relate to community mental health programs, and innovative non-medical treatment approaches. Critical issues in mental health will be discussed.

HS 331 Staff
Health and Behavior 3 credits
Focuses on stress which affects thoughts, emotions, and the body. Stress diseases of adaption include cancer, Type A Behavior, GI tract disorders along with stress-related thought disorders and emotional disturbances. Students learn to apply relaxation, cognitive restructuring and record-keeping in the treatment of their own as well as others' health.

HS 332 Staff
Career Development 3 credits
Explores theories of career choice and adjustment. Emphasis will be placed upon methods and resources for facilitating career development throughout the lifespan. Career education, computerized information systems, and decision-making methods will be considered along with innovative approaches for placement of special needs populations.

HS 333 Staff
(D)Multiculturalism in Human Services 3 credits
Focuses on current social and cultural issues in human services and related fields. Human development in a multicultural society will be examined and the basic objectives and dimensions of multicultural intervention will be defined. Student self-awareness of values, attitudes and beliefs will be emphasized.

HS 334 Staff
Marital and Family Counseling 3 credits
Theories of family counseling will be presented with specific attention to the structural and strategic approaches. A variety of family counseling techniques and stages will be learned through the use of role play and videotaping. The utilization of family counseling will be discussed. (Also listed as HD 234.)

HS 335 Staff
Administration in Human Services 3 credits
Focuses on the development of skills and knowledge related to program and organizational development, and community-wide planning in human services. Topics include organizational theory applied to human service settings, consultation, supervision, planning, funding and training.

HS 336 Staff
Recreational Therapy 3 credits
Designed to develop an understanding of purpose, organization, administration and delivery of recreational therapy services for the handicapped.

HS 340 Staff
Career Seminar 1 credit
(Majors only; Prerequisite for HS 380) Designed to introduce the student in the Human Services curriculum to counseling, human development and human services occupations. Short- and long- term goals are examined in preparation for employment or further study.

HS 341 Staff
Group Dynamics 3 credits
A basic understanding of group dynamics and individual behavior in groups is presented. Methods of developing and organizing group programs are stressed. Students participate in a group experience.

HS 380 Staff
Internship in Human Services 3 credits
(Prerequisite: HS 340) The internship is a significant clinical and educational experience that ends the third year of academic experience and involves a supervised practical experience in a community agency providing human services. It provides both a practical experience in the student's field and an opportunity to integrate knowledge from a variety of courses into a working professional philosophy. Students will spend a minimum of 120 hours in the field placement and a minimum of 18 hours in on-campus staffing sessions. A semester project is required. Offered only during the spring semester; prerequisite for HS 481. Graded Satisfactory (S) or Unsatisfactory (U).

HS 421 Staff
Addictions 3 credits
Physical, social and psychological aspects of addiction: biochemical, nutritional, psychodynamic, and behavioral approaches to assessment, treatment, and prevention of addiction. Emphasis is on drug abuse and alcoholism.

HS 422 Staff
Substance Abuse Education 3 credits
Design, implementation, and evaluation of substance abuse education and prevention programs.

HS 423 Staff
Legal and Health Aspects of Substance Abuse 3 credits
Legal and health consequences of substance abuse are examined. Special attention is given to the role of the substance abuse specialist in relationship to health care and legal systems.

HS 441 Staff
Crisis Intervention 3 credits
Theory and practice of crisis intervention as applied to common crisis situations such as suicide, battering, violent behavior, post-traumatic stress disorder, substance abuse, sexual assault, and personal loss.

HS 481 Staff
Internship in Human Services 3 credits
(Prerequisite: HS 380) This second internship in Human Services involves 150 hours in a community agency or organization providing human services. It allows the student to follow-up on the experiences obtained during the first internship or to explore a different type of organization or experience within an organization. There is no on-campus staffing requirement. A semester project may be required. This internship may be taken during any regular academic semester including intersession and summer and may be completed outside of the immediate University region. Approval by program director is required. Graded Satisfactory (S) or Unsatisfactory (U).

Ann Marie Toloczko, Ph.D., director of the undergraduate Human Services Program.

EDUCATION

DR. WILEY, *Chairperson*
DR. KHAZZAKA, *Director of Secondary Education*
PROF. NIMEROSKY, *Director of Elementary Education*

The Department of Education endeavors to contribute to the improvement of education by preparing informed, inquiring, and skilled professionals who, as scholars and decision makers, are prepared for positions in the educational community. More specifically, the Department aims to provide persons with a breadth and depth of knowledge and understanding in their specialized area of professional practice and to provide training to ensure competence in the specific area of functioning. To this end, individual program competencies have been developed. Additionally the Department endeavors to offer opportunities for continued professional growth to practicing educators, to assist in the educational growth and development of the community served by the University, and to foster the advancement of knowledge through research in education.

The Department of Education offers degrees in Early Childhood, and Elementary Education, both leading to certification. Special Education is approved as a major and state approval is pending. Secondary Education concentrations lead to certification in:

Biology	English	German	Physics
Chemistry	French	Latin	Social Studies
Communication	General Science	Mathematics	Spanish

Elementary Education leads to state certification (Pennsylvania, K-6) and ECE (pre-K - 3).

The department's programs are accredited by the Pennsylvania Department of Education. The University is also accredited by the National Council for Accreditation of Teacher Education. Accreditation, reciprocity, and interstate agreements between Pennsylvania and selected states assure that courses taken will be considered for certification in most states. Competency tests are required for Pennsylvania Teacher Certification.

A student may enter the secondary education program either as a major in education or in his/her subject area. However, in both cases the student must be approved by the department and follow the prescribed courses if he/she desires certification. All aspects of the state-approved program must be completed to ensure recommendation for certification.

Double majors, including both a subject area and education, may be arranged in the case of exceptional students. These must be approved by both departments involved and by the college dean. A specific program will be designed in each individual case. Double certification programs may also be arranged with the approval of the appropriate program directors.

Education majors are evaluated regularly at a meeting of the Education Department faculty to access each individual student's continuing potential to become a teacher. This determination is based on academic and personal qualities consistent with the competencies stated in *The Education Student Handbook*, (available from the Education Department and in the Weinberg Memorial Library). The academic standard of the Education Department is a 2.5 cumulative GPA in Education classes, in teaching area and cognate courses, and overall. Additionally, a grade of "C" or better is required in all major and teaching area classes to student teach and to elicit a recommendation for certification. Students whose professional development is unsatisfactory are subject to departmental probation and may be recommended to the dean of the college for dismissal from the education program. The department's probation policy and other information is presented in *The Educaton Student Handbook*. In addition, all Education majors are required to perform 10 hours of community service per academic year. Service hours are to be performed in the semester opposite a field experience.

Additionally, as a matter of University policy, all Education majors are required to submit a completed Act 34 clearance (and, in some cases, the Pennsylvania Child Abuse History Clearance) to the Education Department prior to being placed in any field experience that would put them in direct contact with children. This clearance is collected by the University on behalf of the school entity wherein the field experience will occur. The completed Act 34 form will be delivered to the school entity by the Education Department after the clearance form is obtained by the student. The University will not maintain a student's Act 34 clearance form or background check after delivery of the clearance form to the school entity wherein the field experience will occur.

PROGRAM: EARLY CHILDHOOD EDUCATION

	Dept. and No.	Descriptive Title of Course	Credits FALL		SPRING
		FIRST YEAR[1]			
MAJOR	EDUC 121	Foundations of Education			3
MAJOR	EDUC 180	Field Experience I	1	or	1
MAJOR	EDUC 140	Early Childhood Education	3		
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3		3
GE C/IL	C/IL 102	Computer Literacy			3
GE QUAN	MATH 104	Math/Elementary Tchg.	3		
GE PHIL	PHIL 120	Introduction to Philosophy			3
GE T/RS	T/RS 121	Theology I			3
GE NSCI	PHYS 102	Earth Science	3		
GE S/BH	PSYC 110	Fund of Psychology	3		
FSEM	INTD 100	Freshman Seminar	1		
GE PHED	PHED ELECT	Physical Education			1
SERV	SERV 192F/192S	Service Learning			
			16-17		16-17
		SECOND YEAR[3]			
MAJOR	EDUC 222	Educational Psychology	3		
MAJOR	EDUC 251	Development of Early Learner	3		
MAJOR	EDUC 252	Assessment in ECE			3
MAJOR	EDUC 241	Foundations of Reading			3
MAJOR	EDUC 280	Field Experience II	1		
COGNATE	BIOL 100	Concepts of Biology	4		
COGNATE	ENGL 130	Children's Literature			3
GE PHIL	PHIL 210	Ethics	3		
GE T/RS	T/RS 122	Theology II	3		
GE HUMN	HUMN	Literature Elective			3
GE ELECTIVE	PS 135	State and Local Government			3
GE S/BH	PSYC 221	Childhood & Adolescence			3
GE PHED	PHED ELECT[6]	Physical Education	1		
SERV	SERV 292F/292S	Service Learning			
			18		18
		THIRD YEAR[3]			
MAJOR	EDUC 380	Field Experience III	1		
COGNATE	NURS 100	Family Health			3
COGNATE	EDUC 352	Math/Science/Health Methods	3		
COGNATE	EDUC 341	Education of Exceptional Child	3		
COGNATE	NSCI 201	Science in Human Environment			3
COGNATE	EDUC 342	Educ. Media/Technology			3
COGNATE	EDUC 343	Eval. & Measurement			3
COGNATE	EDUC 351	ECE Methods Across Curric.			3
GE ELECTIVE	GEOG 134	World Reg. Geography	3		
GE NSCI	CHEM 100	Elements of Chemistry	3		
GE HUMN	ARMU 140-141	Perceiving the Arts	3		3
GE PHED	PHED	Physical Education	1		
SERV	SERV 392F/392S	Service Learning			
			17		18
		FOURTH YEAR[3,5]			
MAJOR	EDUC 440[4]	Classroom Management/Elementary			3
MAJOR	EDUC 441[4]	Student Teaching Plan - Elementary			2
MAJOR	EDUC 442[4]	Student Teaching Instr. - Elementary			3
MAJOR	EDUC 443[4]	Student Teaching Mgmt. - Elementary			2
MAJOR	EDUC 444[4]	Student Teaching Pro. Dev. - Elementary			3
MAJOR	EDUC 451	E.C.E Student Teaching	5		
GE PHIL	ED/P 306	Philosophy of Education	3		
GE HUMN	HIST110 or 111	History of U.S.	3		
GE ELECT	ECO 410	Economics for Educators	3		
GE ELECT	THTR 110	Introduction to Theatre	3		
SERV	SERV 492F/492S	Service Learning			
			17		13

TOTAL: 134 Credits

NOTE: see page 224 for footnotes.

ELEMENTARY EDUCATION

	Dept. and No.	Descriptive Title of Course	Credits FALL		Credits SPRING
		FIRST YEAR			
MAJOR	EDUC 121	Foundations of Education			3
MAJOR	EDUC 180	Field Experience I	1	or	1
COGNATE	EDUC 140	Early Childhood Education	3		
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3		3
GE C/IL	C/IL 102	Computer Literacy			3
GE QUAN	MATH 104	Math for Elementary Teacher	3		
GE PHIL	PHIL 120	Introduction to Philosophy			3
GE T/RS	T/RS 121	Theology I			3
GE NSCI	PHYS 102	Earth Science	3		
GE S/BH	PSYC 110	Fundamentals of Psychology	3		
FSEM	INTD 100	Freshman Seminar	1		
GE PHED	PHED	Physical Education			1
SERV	SERV 192F/192S	Service Learning			
			16-17		16-17
		SECOND YEAR			
MAJOR	EDUC. 222	Educational Psychology	3		
MAJOR	EDUC. 280	Field Experience II	1	or	1
MAJOR	EDUC 241	Foundations of Reading Inst.			3
COGNATE	BIOL 100	Mod. Concepts of Biology and Lab	4		
COGNATE	NURS 100	Family Health			3
COGNATE	ENGL 130	Children's Literature			3
GE T/RS-PHIL	T/RS 122-PHIL 210	Theology II - Ethics	3		3
GE ELECT	GEOG 134	World Regional Geography	3		
GE S/BH	PSYC 221	Childhood & Adolescence	3		
GE ELECT	PS 135	State and Local Government			3
GE PHED	PHED ELECT[6]	Physical Education	1		1
SERV	SERV 292F/292S	Service Learning			
			17-18		16-17
		THIRD YEAR[3]			
MAJOR	EDUC 344-345	Science Methods - Lang. Arts Methods	3		3
MAJOR	EDUC 347	Instr. Strategies for Reading	3		
MAJOR	EDUC 346	Social Studies Methods			3
MAJOR	EDUC 380	Field Experience III	1		
MAJOR	EDUC 242	Math Methods for Elementary Tchg	3		
COGNATE	EDUC 341	Educ. Exceptional Child			3
COGNATE	EDUC 342	Educational Media/Tech			3
COGNATE	NSCI 201	Science/Human Environment			3
GE NSCI	CHEM 100	Elements of Chemistry	3		
GE HUMN	ARMU 140-141	Perceiving the Arts.	3		3
SERV	SERV 392F/392S	Service Learning			
			16		18
		FOURTH YEAR[3,5]			
MAJOR	EDUC 440[4]	Classroom Management/Elementary			3
MAJOR	EDUC 441[4]	Student Teaching Plan. - Elementary			2
MAJOR	EDUC 442[4]	Student Teaching Instr. - Elementary			3
MAJOR	EDUC 443[4]	Student Teaching Mgmt. - Elementary			2
MAJOR	EDUC 444[4]	Student Teaching Pro. Dev .- Elementary			3
COGNATE	EDUC 343	Eva.l & Measurement	3		
GE PHIL	ED/P 306	Philosophy of Education	3		
GE HUMN	HIST 110 or 111	History of U.S.	3		
GE ELECTIVE	THTR 110	Introduction to Thearre	3		
GE HUMN	HUMN	Lit. Elective	3		
GE ELECT	ECO 410	Economics for Educators	3		
SERV	SERV 492F/492S	Service Learning			
			18		13

TOTAL: 132 Credits

NOTE: see page 224for footnotes.

PROGRAM: SECONDARY EDUCATION (BIOLOGY)

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180	Field Experience I		1
COGNATE	BIOL 141-142	General Biology I-II	4½	4½
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computer Literacy		3
GE QUAN	MATH 103	Pre-calculus	4	
GE PHIL	PHIL 120	Intro Phil	3	
GE T/RS	T/RS 121	Theology I		3
GE HUMN[1]	HUMN	Humanities Elective		3
FSEM	INTD 100	Freshman Seminar	1	
SERV	SERV 192F/192S	Service Learning		
			18½	17½
		SECOND YEAR[3]		
MAJOR	EDUC 222	Educational Psychology	3	3
MAJOR	EDUC 280	Field Experience II	1	
COGNATE	BIOL 201	Anatomy & Physiology	3	
COGNATE	BIOL 250	Microbiology		4½
COGNATE	CHEM 112-113	General Chemistry I-II	4½	4½
GE HUMN[1]	HUMN	Humanities Elective	3	3
GE NSCI	PHYS 102	Earth Science		3
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE S/BH	PSYC 221	Childhood and Adolescence		3
GE PHED	PHED ELECT	Physical Education	1	
SERV	SERV 292F/292S	Service Learning		
			18½	18
		THIRD YEAR[3]		
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 314	Specific Subject Methods		3
MAJOR	EDUC 340	Reading in Secondary Schools		3
MAJOR	EDUC 380	Field Experience III	1 or	1
COGNATE	BIOL 260	Genetics	4½	
COGNATE	BIOL 370	Animal Behavior		4½
COGNATE	BIOL 375	Evolution	3	
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 122	Theology II		3
GE HUMN[1]	HUMN	Humanities Elective	3	
GE ELECT	ED/P 306	Philosophy of Education		3
GE PHED	PHED	Physical Education	1 or	1
SERV	SERV 392F/392S	Service Learning		
			17½	17½
		FOURTH YEAR[3,5]		
MAJOR	EDUC 475[4]	Classroom Management/Secondary	3	
MAJOR	EDUC 476[4]	Student Teaching Plan - Sec Ed	2	
MAJOR	EDUC 477[4]	Student Teaching Instr - Sec Ed	3	
MAJOR	EDUC 478[4]	Student Teaching Mgmt - Sec Ed	2	
MAJOR	EDUC 479[4]	Student Teaching Pro Dev - Sec Ed	3	
GE ELEC	PHIL 431	Philosophy of Science		3
GE NSCI	PHYS 120	General Physics		4
GE ELECT	NSCI 201	Science in Human Environment		3
GE PHIL-T/RS	PHIL-T/RS ELECT	Elective		3
GE ELECT	ELECT	Open Electives		3
GE PHED	PHED ELECT	Physical Education		1
SERV	SERV 492F/492S	Service Learning		
			13	17

TOTAL: 137½ Credits

NOTE: see page 224 for footnotes.

PROGRAM:SECONDARY EDUCATION(CHEMISTRY)

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR[1]		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180	Field Experience I		1
COGNATE	CHEM 112-113	General Analytical Chem I-II	4½	4½
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computer Info Literacy		3
GE QUAN	MATH 114	Analysis I	4	
GE PHIL	PHIL 120	Intro to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE HUMN[1]	HUMN	Humanities Elective		3
FSEM	INTD 100	Freshman Seminar		1
SERV	SERV 192F/192S	Service Learning		
			17½	18½
		SECOND YEAR[3]		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280	Field Experience II	1	
COGNATE	CHEM 232-233	Organic Chemistry I-II	4½	4½
COGNATE	BIOL 141	General Biology	4½	
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 122	Theology II		3
GE NSCI	PHYS 102	Earth Science		3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
GE S/BH	PSYC 221	Childhood & Adolescence		3
GE PHED	PHED ELECT	Physical Education	1	1
SERV	SERV 292F/292S	Service Learning		
			17	17½
		THIRD YEAR[3]		
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 314	Specific Subject Methods		3
MAJOR	EDUC 340	Reading in Secondary School		3
MAJOR	EDUC 380	Field Experience III	1	
COGNATE	CHEM 350	General Biochemistry I	3	
COGNATE	CHEM 104	Science & Society		3
COGNATE	PHYS 120	General Physics I	4	
GE ELEC	PHIL 432	Phil of Technology	3	
GE HUMN*	HUMN	Humanities Elective	3	3
GE NSCI	NSCI 201	Science & Human Environment		3
GE ELECT	PHIL 431	Phil of Science		3
GE PHED	PHED ELECT	Physical Education	1	
SERV	SERV 392F/392S	Service Learning		
			18	18
		FOURTH YEAR[1,5]		
MAJOR	EDUC 475[4]	Classroom Management/Secondary		3
MAJOR	EDUC 476[4]	Student Teaching Plan - Secondary		2
MAJOR	EDUC 477[4]	Student Teaching Instr - Secondary		3
MAJOR	EDUC 478[4]	Student Teaching Mgmt - Secondary		2
MAJOR	EDUC 479[4]	Student Teaching Pro. Dev - Secondary		3
COGNATE	CHEM 360	Biophysical Chemistry	4½	
GE HUMN*	HUMN	Humanities Elective	3	
GE PHIL-T/RS	PHIL-T/RS ELECT	Elective	3	
GE ELECT	ELECT	Open Electives	6	
GE PHED	PHED ELECT	Physical Education	1	
SERV	SERV 492F/492S	Service Learning		
			17½	13

TOTAL: 137 Credits

NOTE: see page 224 for footnotes.

PROGRAM: SECONDARY EDUCATION (COMMUNICATION)

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR[3]		
MAJOR	EDUC 121-180	Foundations of Education-Field I	3	1
COGNATE	COMM Elective	Communication Process		3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computer Literacy	3	
GE QUAN	ELECT	Quant Reas Elective		3
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro to Philosophy-Theology I	3	3
GE ELECTIVE	ENGL 140	English Inquiry	3	
GE S/BH	PSYC 110	Fundamentals of Psychology		3
FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
SERV	SERV 192F/192S	Service Learning		
			16	17
		SECOND YEAR[3]		
MAJOR	EDUC 222-280	Educational Psychology-Field I	3	1
COGNATE	COMM ELECT	Communication Process	3	
COGNATE	COMM ELECT	Communication Option		3
COGNATE	ENGL	British Literature	3	
GE T/RS	T/RS 122	Theology II		3
GE HUMN[1]	ENGL	American Lit Elective		3
GE ELECTIVE	WRTG 210	Advanced Composition		3
GE NSCI	NSCI	Natural Science Electives	3	3
GE S/BH	S/BH	S/BH Elective	3	
GE PHED	PHED ELECT	Physical Education		1
SERV	SERV 292F/292S	Service Learning		
			18	17
		THIRD YEAR[3]		
MAJOR	EDUC 313-380	General Methods and Planning-Field III	3	1
MAJOR	EDUC 314	Specific Subject Methods		3
MAJOR	EDUC 340	Reading in Secondary School		3
COGNATE	LIT-ENGL	World Lit - American Lit	3	3
COGNATE	ENGL 310	Strat Teaching Writing	3	
COGNATE	ENGL 460	Tchg Modern Grammar		3
COGNATE	COMM Elective	Communication Option	3	3
GE HUMN[1]	HUMN	Humanities Elective	3	
GE ELECT	LIT or ENGL	Minority Literature	3	
GE PHED	PHED	Physical Education		1
SERV	SERV 392F/392S	Service Learning		
			18	17
		FOURTH YEAR[3,5]		
MAJOR	EDUC 475[4]	Classroom Management/Secondary		3
MAJOR	EDUC 476[4]	Student Teaching Plan - Secondary		2
MAJOR	EDUC 477[4]	Student Teaching Instr - Secondary		3
MAJOR	EDUC 478[4]	Student Teaching Mgmt - Secondary		2
MAJOR	EDUC 479[4]	Student Teaching Pro Dev - Secondary		3
COGNATE	COMM Elective	Communication Option	3	
GE PHIL	PHIL 210	Ethics	3	
GE PHIL	ED/P 306	Philosophy of Education	3	
GE ELECT	ELECT	Open Electives	3	
GE HUMN	HUMN ELECT	Open Elective	6	
SERV	SERV 492F/492S	Service Learning		
			18	13

TOTAL: 134 Credits

NOTE: see page 224 for footnotes.

PROGRAM: SECONDARY EDUCATION (ENGLISH)

	Dept. and No.	Descriptive Title of Course	Credits FALL		SPRING
		FIRST YEAR[1]			
MAJOR	EDUC 121	Foundations of Education	3		
MAJOR	EDUC 180	Field Experience I	1	or	1
COGNATE	ENGL 140	English Inquiry	3		
COGNATE	ELECT	American Lit Elective			3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Compositon	3		3
GE C/IL	C/IL 102	Computer Literacy Elective			3
GE QUAN	ELECT	Quant Reasoning Elective	3		
GE PHIL	PHIL 120	Introduction to Philosophy	3		
GE T/RS	T/RS 121	Theology I			3
GE S/BH	PSYC 110	Fundamentals of Psychology			3
FSEM	INTD 100	Freshman Seminar	1		
GE PHED	PHED	Physical Education			1
SERV	SERV 192F/192S	Service Learning			
			16-17		16-17
		SECOND YEAR[1]			
MAJOR	EDUC 222-280	Educational Psych - Field Experience I	3		1
COGNATE	ELECT	English Literature	3		
COGNATE	ELECT	American Literature	3		3
COGNATE	ENGL 134	Shakespeare			3
COGNATE	ELECT	Theatre Elective			3
GE PHIL	PHIL 210	Ethics	3		
GE ELEC	WRTG 210	Advanced Composition			3
GE HUMN	HUMN	Rep. World Literature			3
GE NSCI	NSCI	Natural Science Elective	3		
GE S/BH	S/BH	Social/Behavioral Elective	3		
GE PHED	PHED ELECT	Physical Education			1
SERV	SERV 292F/292S	Service Learning			
			18		17
		THIRD YEAR[1]			
MAJOR	EDUC 313	General Methods and Planning	3		
MAJOR	EDUC 314	Specific Subject Methods			3
MAJOR	EDUC 340	Reading Sec School			3
MAJOR	EDUC 380	Field Experience III	1		
COGNATE	ENGL 225	Writing Women			3
COGNATE	ENGL 310	Strat for Tchg Writing	3		
COGNATE	ENGL 460	Tchg Modern Grammar			3
COGNATE	ELECT	Minority Literature	3		
GE T/RS	T/RS 122	Theology II	3		
GE NSCI	NSCI	Natural Science Elective			3
GE HUMN	HUMN	Writing Elective			3
GE HUMN	HUMN	Humanities Elective	3		
GE PHED	PHED	Physical Education	1		
SERV	SERV 392F/392S	Service Learning			
			17		18
		FOURTH YEAR[1,5]			
MAJOR	EDUC 475[4]	Classroom Management - Secondary			3
MAJOR	EDUC 476[4]	Student Teaching Plan - Secondary			2
MAJOR	EDUC 477[4]	Student Teaching Instr - Secondary			3
MAJOR	EDUC 478[4]	Student Teaching Mgmt - Secondary			2
MAJOR	EDUC 479[4]	Student Teaching Pro Dev - Secondary			3
COGNATE	ELECT	English Literature	3		
GE PHIL	ED/P 306	Philosophy of Education	3		
GE HUMN	HUMN	Rep. World Literature	3		
GE ELECT	ELECT	Open Elective	9		
SERV	SERV 492F/492S	Service Learning			
			18		13

TOTAL: 134 Credits

NOTE: see page 224 for footnotes.

PROGRAM: SECONDARY EDUCATION (GENERAL SCIENCE)

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR[3]		
MAJOR	EDUC 121-180	Foundations of Education - Field I	3	1
COGNATE	BIOL 141-142	General Biology I-II	4½	4½
GE SPCH	COMM 100	Public Speaking	3	
GE WRTG	WRTG 107	Composition	3	
GE C/IL	C/IL 102	Computer Literacy		3
GE QUAN	MATH 114	Analysis I		4
GE PHIL	PHIL 120	Intro Phil	3	
GE T/RS	T/RS 121	Theology I		3
GE HUMN	HUMN ELECT	Humanities Elective		3
FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education	1	
SERV	SERV 192F/192S	Service Learning		
			18½	18½
		SECOND YEAR[3]		
MAJOR	EDUC 222	Educational Psychology	3	
MAJOR	EDUC 280	Field Experience II	1	
COGNATE	PHYS 120-121	General Physics I-II	4	4
COGNATE	CHEM 112-113	Gen/Analy Chem I-II	4½	4½
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 122	Theology II		3
GE S/BH	PSYC 110	Fund of Psych		3
GE HUMN	ELECT	Humanities Electives	3	3
SERV	SERV 292F/292S	Service Learning		
			18½	17½
		THIRD YEAR[3]		
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	Field III - Specific Subject Meth.	1	3
MAJOR	EDUC 340	Reading in Secondary School		3
COGNATE	COGNATE ELECT	Environmental Context	3	
COGNATE	COGNATE ELECT	Technological Context	3	
GE ELECT	PHIL 431	Philosophy of Science	3	
GE NSCI	PHYS 101-102	Modern Astronomy - Earth Science	3	3
GE S/BH	PSYC 221	Childhood & Adolescence		3
GE ELECT	PHIL 432	Philosophy of Technology		3
GE PHED	PHED ELECT	Physical Education		2
SERV	SERV 392F/392S	Service Learning		
			16	17
		FOURTH YEAR[3,5]		
MAJOR	EDUC 475[4]	Classroom Management - Secondary		3
MAJOR	EDUC 476[4]	Student Teaching Plan - Secondary		2
MAJOR	EDUC 477[4]	Student Teaching Instr - Secondary		3
MAJOR	EDUC 478[4]	Student Teaching Mgmt - Secondary		2
MAJOR	EDUC 479[4]	Student Teaching Pro Dev- Secondary		3
COGNATE	ELECT	Environmental Context	3	
COGNATE	CHEM 104	Science & Society	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	ELECT	Open Electives	6	
GE PHIL/T/RS	ELECT	Open Elective	3	
SERV	SERV 492F/492S	Service Learning		
			18	13

TOTAL: 137 Credits

NOTE: see page 224 for footnotes.

PROGRAM: SECONDARY EDUCATION (LATIN)

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR[1]		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180	Field Experience I	1	or 1
COGNATE	LAT 211-212	Intermediate Latin I - II	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computer Literacy		3
GE QUAN	ELECT	Quant Reasoning Elective	3	
GE PHIL	PHIL 120	Intro to Phil.	3	
GE T/RS	T/RS 121	Theology I		3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar-Physical Education	1	1
SERV	SERV 192F/192S	Service Learning		
			16-17	16-17
		SECOND YEAR[1]		
MAJOR	EDUC 222-280	Educational Psych - Field II	3	1
COGNATE	ELECT	Latin Electives	6	6
GE PHIL	T/RS 122	Theology II		3
GE HUMN	HUMN	Humanities Electives	3	3
GE NSCI	NSCI	Natural Science Electives	3	3
GE S/BH	PSYC 221	Childhood & Adolescence	3	
GE PHED	PHED ELECT	Physical Education		1
SERV	SERV 292F/292S	Service Learning		
			18	17
		THIRD YEAR[1]		
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	Field III - Specific Subj Meth	1	3
MAJOR	EDUC 340	Reading in Secondary School		3
COGNATE	ELECT	Latin Electives	6	3
COGNATE	ELECT	Related Electives		3
GE PHIL	ED/P 306	Philsosphy of Education		3
GE PHIL	PHIL 210	Ethics	3	
GE ELECT	SOC 234	Cultural Anthropology		3
GE ELECT	ELECT	Open Elective	3	
GE PHED	PHED ELECT	Physical Education	1	
SERV	SERV 392F/392S	Service Learning		
			17	18
		FOURTH YEAR[1,5]		
MAJOR	EDUC 475[4]	Classroom Management - Secondary		3
MAJOR	EDUC 476[4]	Student Teaching Plan - Secondary		2
MAJOR	EDUC 477[4]	Student Teaching Instr - Secondary		3
MAJOR	EDUC 478[4]	Student Teaching Mgmt - Secondary		2
MAJOR	EDUC 479[4]	Student Teaching Pro. Dev - Secondary		3
COGNATE	ELECT	Latin Elective	3	
COGNATE	ELECT	Related Elective	3	
GE HUMN	HUMN	Humanities Electives	6	
GE ELECT	ELECT	Open Electives	6	
SERV	SERV 492F/492S	Service Learning		
			18	13

TOTAL: 134 Credits

NOTE: see page 224 for footnotes.

PROGRAM:SECONDARY EDUCATION (MATH)

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR[3]		
MAJOR	EDUC 121-180	Foundations of Education- Field I	3	1
COGNATE	MATH 103[6]	Precalculus	4	
COGNATE	MATH 114	Analysis I		4
COGNATE	MATH 142	Discrete Structures	4	
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computer Literacy		3
GE ELECT	CMPS 134	Computer Science I		3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
FSEM	INTD 100	Freshman Sem - Physical Education	1	1
SERV	SERV 192F/192S	Service Learning		
			18	18
		SECOND YEAR[3]		
MAJOR	EDUC 222-280	Educational Psych - Field II	3	1
COGNATE	MATH 221-222	Analysis II - III	4	4
GE PHIL	T/RS 122	Theology II		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE NSCI	NSCZ ELECT	Natural Science Elective	3	3
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE S/BH	S/BH	Social/Behavioral Elective		3
GE ELECT	ELECT	Open Elective		3
GE PHED	PHED ELECT	Physical Education	1	1
SERV	SERV 292F/292S	Service Learning		
			17	18
		THIRD YEAR[3]		
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	Field III - Specific Subj Meth.	1	3
MAJOR	EDUC 340	Reading in Secondary School		3
MAJOR	EDUC 312	Secondary Math Curriculum	3	
COGNATE	MATH 204	Sp Topics Statistics		3
COGNATE	MATH 345	Geometry	3	
COGNATE	MATH 202	History of Math	3	
COGNATE	MATH 351	Linear Algebra		3
GE PHIL	PHIL 210	Ethics	3	
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE ELECT	ELECT	Open Elective		3
SERV	SERV 392F/392S	Service Learning		
			19	18
		FOURTH YEAR[3,5]		
MAJOR	EDUC 475[4]	Classroom Management - Secondary		3
MAJOR	EDUC 476[4]	Student Teaching Plan - Secondary		2
MAJOR	EDUC 477[4]	Student Teaching Instr - Secondary		3
MAJOR	EDUC 478[4]	Student Teaching Mgmt - Secondary		2
MAJOR	EDUC 479[4]	Student Teaching Pro. Dev - Secondary		3
COGNATE	MATH 448	Modern Algebra	3	
COGNATE	COGNATE ELECT	Related Elective	3	
GE PHIL	ED/P 306	Philosophy of Education	3	
GE HUMN	ELECT	Humanities Elective	3	
GE ELECT	ELECT	Open Electives	6	
SERV	SERV 492F/492S	Service Learning		
			18	13

TOTAL: 139 Credits

NOTE: see page 224 for footnotes.

PROGRAM: SECONDARY EDUCATION (MODERN LANGUAGE)

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR[1]		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180	Field Experience I	1	or 1
COGNATE	MLANG 311-312	Advanced Comp - Conv I-II	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computer Info Literacy	3	
GE PHIL-T/RS	T/RS 121-PHIL 120	Theology I; Intro to Phil	3	3
GE NSCI	NSCI	Natural Science Elective		3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
SERV	SERV 192F/192S	Service Learning		
			16-17	16-17
		SECOND YEAR[1]		
MAJOR	EDUC 222-280	Educational Psych - Field II	3	1
COGNATE	MLANG 321-322**	Stylistics I-II	3	3
COGNATE	ELECT	Modern Lang Electives	3	3
GE QUAN	ELECT	Quant Reasoning Elective	3	
GE PHIL	T/RS 122	Theology II		3
GE HUMN	HUMN	Humanities Elective	3	
GE NSCI	NSCI	Natural Science Elective		3
GE S/BH	PSYC 221	Childhood & Adolescence		3
GE ELECT	ELECT	Open Elective	3	
GE PHED	PHED ELECT	Physical Education		1
SERV	SERV 292F/292S	Service Learning		
			18	17
		THIRD YEAR[1]		
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	Field III - Specific Subj Meth	1	3
MAJOR	EDUC 340	Reading in Secondary School		3
COGNATE	COGNATE ELECT	Modern Lang Electives	6	3
COGNATE	COGNATE ELECT	Related Electives	3	3
GE HUMN	ELECT	Humanities Electives	3	3
GE ELECT	SOC 234	Cultural Anthropology		3
GE PHED	PHED	Physical Education	1	
SERV	SERV 392F/392S	Service Learning		
			17	18
		FOURTH YEAR[1,5]		
MAJOR	EDUC 475[4]	Classroom Management - Secondary		3
MAJOR	EDUC 476[4]	Student Teaching Plan - Secondary		2
MAJOR	EDUC 477[4]	Student Teaching Instr - Secondary		3
MAJOR	EDUC 478[4]	Student Teaching Mgmt - Secondary		2
MAJOR	EDUC 479[4]	Student Teaching Pro Dev - Secondary		3
COGNATE	ELECT	Modern Lang Elective	3	
GE PHIL	ED/P. 306	Philosophy of Education	3	
GE PHIL	PHIL 210	Ethics	3	
GE HUMN	HUMN	Humanities Elective	3	
GE ELECT	ELECT	Related Elective	3	
GE ELECT	ELECT	Open Elective	3	
SERV	SERV 492F/492S	Service Learning		
			18	13

TOTAL: 134 Credits

* Spanish, French or German should be selected as a specialization within Modern Language (MLANG).

** Students whose specialization within Modern Languages is Spanish are required to take Span 313, Span 314, Span 320, and Span 321. In Spanish, there is no Advanced Stylistics II.

NOTE: see page 224 for footnotes.

PROGRAM: SECONDARY EDUCATION (PHYSICS)

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR[1]		
MAJOR	EDUC 121-180	Foundations of Education - Field I	3	1
COGNATE	PHYS 140-141	Elements of Physics I - II	4	4
COGNATE	MATH 221	Analysis II		4
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	MATH 114	Analysis I	4	
GE QUAN	C/IL 102	Computer Literacy	3	
GE PHIL	PHIL 120	Intro. Phil.		3
GE HUMN*	ELECT	Humanities Elective		3
FSEM	ELECT	Freshman Seminar	1	
SERV	SERV 192F/192S	Service Learning		
			18	18
		SECOND YEAR[1]		
MAJOR	EDUC 222-280	Educational Psychology - Field II	3	1
COGNATE	MATH 222	Analysis III	4	
COGNATE	PHYS 270	Modern Physics	4	
COGNATE	PHYS 350	Applied Eng/Math		3
COGNATE	PHYS ELECT	Physics Elective		3
GE PHIL	PHIL 210	Ethics		3
GE T/RS	T/RS 121-122	Theology I - II	3	3
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE S/BH	PSYC 221	Childhood & Adolescence		3
GE PHED	PHED	Physical Education	1	1
SERV	SERV 292F/292S	Service Learning		
			18	17
		THIRD YEAR[1]		
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	Field III - Specific Subject Meth	1	3
MAJOR	EDUC 340	Reading in Secondary School		3
COGNATE	PHYS 473	Optics	3	
COGNATE	PHYS ELECT	Physics Elective		3
GE ELEC	PHIL 432	Philosophy of Technology	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE NSCI	BIOL 101-PHYS 102	Gen Biology I - Earth Science	3	3
GE ELECT	CHEM 100	General Chemistry	3	
GE ELECT	PHIL 431	Philosophy of Science		3
GE PHED	PHED ELECT	Physical Education	1	
SERV	SERV 392F/392S	Service Learning		
			17	18
		FOURTH YEAR[1,5]		
MAJOR	EDUC 475[4]	Classroom Management - Secondary		3
MAJOR	EDUC 476[4]	Student Teaching Plan - Secondary		2
MAJOR	EDUC 477[4]	Student Teaching Instr - Secondary		3
MAJOR	EDUC 478[4]	Student Teaching Mgmt - Secondary		2
MAJOR	EDUC 479[4]	Student Teaching Pro Dev - Secondary		3
COGNATE	PHYS 447	Electromagnetics	3	
COGNATE	PHYS ELECT	Physics Elective	3	
GE HUMN	HUMN ELECT	Humanities Electives	6	
GE ELECT	ELECT	Open Electives	3	
GE PHIL - T/RS ELECT	PHIL - T/RS ELECT	Phil or T/RS elect	3	
SERV	SERV 492F/492S	Service Learning		
			18	13

TOTAL: 137 Credits

PROGRAM: SECONDARY EDUCATION (SOCIAL STUDIES)

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR[1]		
MAJOR	EDUC 121	Foundations of Education	3	
MAJOR	EDUC 180	Field Experience I	1	1
COGNATE	HIST 110-111	US History I - II	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computer Literacy		3
GE QUAN	ELECT	Quant Reasoning Elective	3	
GE T/RS	T/RS 121	Theology I	3	
GE NSCI	ELECT	Natural Science Elective		3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
SERV	SERV 192F/192S	Service Learning		
			16-17	16-17
		SECOND YEAR[1]		
MAJOR	EDUC 222-280	Educational Psych - Field II	3	1
COGNATE	GEOG 134	World Regional Geography	3	
COGNATE	ELECT	Non-western History	3	
COGNATE	PS 130-131	Am Nat Government I - II	3	3
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE T/RS	T/RS 122	Theology II		3
GE HUMN	HIST 120-121	European History I - II	3	3
GE NSCI	ELECT	Natural Science Elective		3
GE ELECT	SOC 110	Intro to Sociology	3	
GE PHED	ELECT	Physical Education		1
SERV	SERV 292F/292S	Service Learning		
			18	17
		THIRD YEAR[1]		
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	Field III - Specific Subj Meth	1	3
MAJOR	EDUC 340	Reading in Secondary School		3
COGNATE	SOC 234	Cultural Anthropology		3
COGNATE	H/PS 214	World Politics		3
COGNATE	PS 2311	The Public Policy Process	3	
COGNATE	ELECT	Minority History	3	
GE PHIL	ED/P. 306	Philosophy of Education	3	
GE S/BH	PSYC 220	Social Psychology	3	
GE ELECT	ECON 410	Economics for Education Majors		3
GE ELECT	SOC 112	Social Problems		3
GE PHED	PHED	Physical Education	1	
SERV	SERV 392F/392S	Service Learning		
			17	18
		FOURTH YEAR[1,5]		
MAJOR	EDUC 475[4]	Classroom Management - Secondary		3
MAJOR	EDUC 476[4]	Student Teaching Plan - Secondary		2
MAJOR	EDUC 477[4]	Student Teaching Instr - Secondary		3
MAJOR	EDUC 478[4]	Student Teaching Mgmt - Secondary		2
MAJOR	EDUC 479[4]	Student Teaching Pro. Dev - Secondary		3
COGNATE	ELECT	History or Pol Sci Electives	6	
GE PHIL	PHIL 210	Ethics	3	
GE HUMN	HUMN	Humanities Electives	6	
GE ELECT	ELECT	Open Elective	3	
SERV	SERV 492F/492S	Service Learning		
			18	13

TOTAL: 134 Credits

SPECIAL EDUCATION

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR[3]		
MAJOR	EDUC 180	Field Experience I	1	
COGNATE	EDUC 121	Foundations of Education	3	
COGNATE	EDUC 341	Educ. of Exceptional Child	3	
GE QUAN	MATH 104	Math for Elem. Teachers		3
GE C/IL	C/IL 102	Computer & Information Literacy		3
GE NSCI	PSYC 106	Drugs and Behavior		3
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE S/BH	PSYC 221	Childhood and Adolescence		3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	3	3
GE FSEM	INTD 100	Freshman Seminar	1	
SERV	SERV 192F/192S	Service Learning		
			17	18
		SECOND YEAR[3]		
MAJOR	EDUC 280	Field Experience II		1
MAJOR	EDUC 265	SPED Educational Assessment		3
MAJOR	EDUC 258	Assessment Practicum		1
MAJOR	EDUC 226	Sec, Transitional & Voc. Services		3
MAJOR	EDUC 267	Learning Disabilities	3	
COGNATE	EDUC 222	Educational Psychology	3	
COGNATE	EDUC 120	Applied Statistics	3	
COGNATE	HS 241	Case Management & Interviewing		3
COGNATE	EDUC 241	Foundations of Reading Inst.	3	
COGNATE	PSYC 225	Abnormal Psychology	3	
GE NSCI	PSYC 231	Behavioral Neuroscience		3
GE PHIL-GE T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE PHED	PHED ELECTIVE	Physical Education		1
SERV	SERV 292F/292S	Service Learning		
			18	18
		THIRD YEAR[3]		
MAJOR	EDUC 380	Field Experience III		1
MAJOR	EDUC 369	Early Assessment & Intervention	3	
MAJOR	EDUC 367	Designing Curriculum for Elem SPED	3	
MAJOR	EDUC 368	Designing Curriculum for Sec SPED		3
MAJOR	EDUC 364	Inclusionary Classroom Practices	3	
MAJOR	EDUC 366	Emotional & Behaviotal Disabilities		3
COGNATE	EDUC 342	Educational Media/Tech	3	
COGNATE	HS 322-333	Mental Retardation-Multiculturalism in HS	3	3
GE HUMN	ELECT[1]	Humanities Electives	3	3
GE ELEC	ENGL 130	Children's Literature		3
GE PHED	PHED ELEC	Physical Education		1
SERV	SERV 392F/392S	Service Learning		
			18	17
		FOURTH YEAR[3,4]		
MAJOR	EDUC 365[4]	Professional Seminar		3
MAJOR	EDUC 460	Classroom Mgt. for SPED		3
MAJOR	EDUC 461[4]	Planning in SPED Student Teaching		2
MAJOR	EDUC 462[4]	Instruction in SPED Student Teaching		3
MAJOR	EDUC 463[4]	Managing SPED Instruction		2
MAJOR	EDUC 464[4]	Professional Growth in SPED		3
COGNATE	EDUC 131	Exp. Cultural Diversity through Children's Lit.	3	
COGNATE	HS	Physical Disabilities	3	
GE HUMN	ELECT	Humanities Elective	6	
GE PHIL	ED/P 306	Philosophy of Education	3	
PHED	PHED ELECT	Physical Education	1	
SERV	SERV 492F/492S	Service Learning		
			16	16

TOTAL: 135 credits

SERV 192, 292, 392, 492 (F or S) Staff
Service Learning 0 credits
This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The service-learning hours will be logged, checked and noted on a student's transcript. SERV 292 requires prior completion of SERV 192, 292 for 392, and 392 for 492.

EDUC 110 Prof. Cannon
Values Development 3 credits
A course designed to acquaint the student with theories relating to value development: what values are, and how they are formed. The affective process, value systems, activities for value development suitable for use by parents, teachers and others involved in human relations will be covered. Open to all majors.

EDUC 113 Staff
Reading-Research 3 credits
A course designed to increase a student's proficiency in reading and research. The following skill areas will be covered: comprehension, vocabulary, expression, critical analysis, library and study skills. Students will be required to develop minimum computer competencies. Lecture and laboratory approaches are utilized with the emphasis on individualized instruction.

EDUC 120 Dr. Fusaro
(Q,W)Applied Statistics 3 credits
(prerequisite: WRTG 107) A writing-intensive, quantitative-reasoning course designed to enable students to use statistics to solve problems and to communicate clearly the procedures employed and the results obtained. Students will be required to perform statistical computations and to write as a means of learning the course material and expressing comprehension of the course material. Topics covered include hypothesis testing, correlation, *t*-test, and *Chi-square* test of independence.

EDUC 121 Staff
The Foundations of Education 3 credits
This course is designed to examine the characteristics of the public school system in the United States, the role of education in contemporary society, and current issues related to education.

EDUC 131 Dr. Cantrell
(D)Experiencing Cultural Diversity 3 credits
Through Children's Literature
A course designed to introduce students to the diversity of cultures represented in children's literature as a way to identify and differentiate the variety of cultures that they may encounter as teachers.

EDUC 140 Dr. McMahon
(D)Early Childhood Education 3 credits
An introductory overview of the theory, research and practice of early childhood education. Consideration will be given to the educational process from the fetal stages on through the first three years of life as well as the early years of schooling.

EDUC 180 Staff
Field Experience I 1 credit
(Pre- or Corequisite: EDUC 121) This course prepares for field experience requirements in EDUC 280 and 380. It focuses on the development of observation and reflective skills through case studies, vignettes and video situations.

EDUC 222 Dr. Cannon
Educational Psychology 3 credits
This course examines the psychological basis of teaching strategies, classroom environment, learning, motivation, reinforcement, and evaluation.

EDUC 226 Dr. Hobbs
Secondary, Transitional and 3 credits
Vocational Services
The role of the special education teacher in designing and implementing transitional and vocational services for the disabled student. Emphasis is placed upon the role of the special education professional as an advocate for the disabled in accessing school, community, state, and federal resources.

EDUC 241 Dr. Cantrell
Foundations of Reading Instruction 3 credits
(Corequisite: Serv 292)A basic course in reading. It provides an introduction to reading instruction, reading programs, and the reading process as it relates to language acquisition and learning to read. The readiness, reading skills, techniques and methods which are essential for effective reading will be examined.

EDUC 242 Dr. Cozza
Mathematics Methods for 3 credits
Elementary Teaching
The course provides the elementary education major with planning and instructional strategies appropriate for use in the mathematics area of elementary curriculum. An analysis of content will be made in light of the needs of the elementary student and society.

EDUC 251 Dr. McMahon
Development of the Early Learner 3 credits
This course will be focused on the development of the early learner, birth through age 8. Psychomotor, affective and cognitive development, as well as special needs children will be studied. Theory to practice linkages will be stressed. An observation component is part of the course expectation.

EDUC 252 Dr.McMahon
Assessment in Early 3 credits
Childhood Education
(Prerequisites: EDUC 140 and 251)This course will be focused on those strategies, methods, and instruments for assessing the early learner's development in the cognitive, psychomotor, and affective domains. Theory to practice linkages will be stressed. An observation component is part of the course expectation.

EDUC 258 staff
Assessment Practicum 1 credits
(Corequisite: EDUC 265) Students will obtain hands-on experience in the assessment of special needs students and adults.

EDUC 265 Dr. Hobbs
SPED Educational Assessment 3 credits
This course will be focused on those stategies, methods, and instruments for assessing the disabled student's development in the cognitive, psychomotor, and affective domains. Theory to practice linkages will be stressed. An observation component is part of the course expectation.

EDUC 267 Dr. Hobbs
Learning Disabilities 3 credits
Introduction to learning disabilities. Definitions, current theories, etiological bases, and educational management of students with learning disabilities and/or hyperactivity and attention deficit is emphasized.

EDUC 280 Staff
Field Experience II 1 credit
(Prerequisites: EDUC 121 and EDUC 180; Pre- or Corequisite: EDUC 222) The course is closely associated with EDUC 121, 222, and 180. Projects will be assigned to be carried out in basic education schools and other agencies through observation, tutoring, and oral/written reports.

ED/P 306 Staff
Philosophy of Education 3 credits
(Formerly ED/P 106) An examination of representative modern systemic philosophies of education with a critical analysis of the answers that each system of philosophy provides to the important questions concerning the nature of knowledge, value, man, and society.

EDUC 310 Staff
Special Topics in Education 1-3 credits
A series of courses dealing with specific educational issues, theories, ideologies, skills, methods, or other designated topics for individual or group study. Course is offered on student need.

EDUC 312 Staff
The Secondary School 3 credits
Mathematics Curriculum
(Corequisite: EDUC 313) This course examines the strategies and content of mathematics curricula in the secondary school and attempts to compare them to major contemporary reform efforts. The course includes a review of secondary school (Junior and Senior High School) mathematics.

EDUC 313 Dr. Khazzaka
General Methods and Planning 3 credits
(Prerequisite: Education 222; Pre or co-requisite for EDUC 380) Methodology for setting direction in the classroom, creating a learning situation, developing the content, reinforcing and evaluating will be covered. Students will be involved with developing plans for teaching.

EDUC 314 Staff
Specific Subject Methods 3 credits
(Prerequisite: EDUC 313) Utilizing knowledge of planning and teaching, students will be guided in the analysis of specific content and techniques for teaching that content. They will demonstrate their ability to carry out plans in "micro" teaching experiences.

EDUC 340 Dr. Cantrell
Reading in the Secondary School 3 credits
This course is the study of the reading process with emphasis placed on understanding and skills needed by secondary school students in their subject fields.

EDUC 341 Prof. Cannon
The Education of the 3 credits
Exceptional Child
A general view of the field; historical background – both philosophical and legislative. A survey of physical, mental, and emotional handicaps and of giftedness along with remedial and preventive practices with a look at the future.

EDUC 342 Dr. Wiley
Educational Media and Technology 3 credits
A course in which students are expected to produce media appropriate for classroom use. The student is also expected to exhibit competency in the use of common education media equipment and the uses of computers. Students will also be introduced to modern and future forms of media technology appropriate for the classroom teacher.

EDUC 343 Dr. Fusaro
Evaluation and Measurement 3 credits
This course acquaints prospective teachers with the various facets of test interpretation and test construction. Standardized achievement, diagnostic, and aptitude tests will be covered, along with teacher-made objective and essay tests. Emphasis will be placed on constructing valid and reliable tests by the teacher. The use and misuse of standardized tests and teacher-made tests will be discussed.

EDUC 344 Dr. Wiley
Science Methods for Elementary Teaching 3credits
This course is designed to provide the elementary education major with planning and instructional strategies appropriate for use in the science area of the elementary curriculum. An analysis of content and methodologies will be made in light of the needs of the elementary school, the elementary student and society.

EDUC 345 Dr. Cantrell
Language Arts Methods 3 credits
The course is designed to provide the elementary major with a knowledge of the process of a child's language acquisition. Planning for the instructional strategies used in teaching oral/written composition, grammar, listening, speaking, spelling and handwriting skills are examined.

EDUC 346 Dr. Cozza
Social Studies Methods 3 credits
The course is designed to provide the elementary major with a knowledge of the child's needs in the social sciences and the humanities. Planning for the instructional strategies used in teaching history, geography, and economics are examined.

EDUC 347 Dr. Cantrell
Instructional Strategies for Content Area Reading 3 credits
The course is designed to introduce students to procedures to teach functional reading skills in the elementary schools. Emphasis will be placed on the specialized vocabularies, concepts and study skills which are considered necessary, for the comprehension of reading materials pertinent to content area subjects. Various resources and devices will be examined.

EDUC 351 Dr. McMahon
Methods Across the ECE Curriculum 3 credits
This course is designed to explore methods for integrating a primary curriculum to include social studies content, literature and language arts, as well as the expressive arts. An integrated curriculum which invites children to become involved in a variety of creative activities and learning situations will be stressed.

EDUC 352 Dr. McMahon
ECE Methods in Math/Science/Health 3 credits
This course will provide the education student with an appropriate knowledge base from which to design instructional sequences which integrate science, health and mathematics concepts for young learners.

EDUC 353 Dr. McMahon
Math/Science/Health for Early Childhood Teaching 3 credits
(Pre- or Co-requisite: EDUC 242 and EDUC 344) This course will provide individuals receiving certification in both Elementary and Early Childhood Education with an appropriate knowledge base from which to design instructional sequences which integrate science, health, and mathematics concepts for young learners.

EDUC 364 Staff
Inclusionary Classroom Practices 3 credits
Emphasis will be placed on the special education teacher as one member of an educational team. Students will receive guidance in supporting the disabled student in a general education classroom, supporting the general education teacher in providing instruction for the disabled child, and generally facilitating the acceptance and optimal learning of the disabled student in a general education environment

EDUC 365 Staff
Professional Seminar 3 credits
Focuses on the special educator as one team member in a larger professional group which may include administrators, ancillary staff, parents, and other professionals. Students will be closely guided in learning to write IEPs, transitional plans, and school based prant proposals. Additionally students will receive guidance in constructing a portfolio and in case management.

EDUC 366 Staff
Emotional/Behavioral Disabilities 3 credits
A study of the problems associated with emotional and behavioral disabilites in the classroom. Emphasis is placed on behavior management and appropriate learning strategies for inclusionary general education classes, self contained special education classes, and in residential placements.

EDUC 367 Staff
Designing Curriculum for Elementary Special Education 3 credits
Emphasis is on the effective design and use of curriculum and materials to educate elementary students with special needs.

EDUC 368 Staff
Designing Curriculum for Secondary Special Education 3 credits
Emphasis is on the effective design and use of curriculum and materials to educate secondary students with special needs.

EDUC 369 Staff
Early Assessment and Intervention 3 credits
This course will focus on the development of the early learner, birth through age eight, along with appropriate assessment and intervention techniques for children falling under the IDEA.

EDUC 380 Staff
Field Experience III 1 credit
(Prerequisites: EDUC 280, EDUC 313) This course will be closely associated with the methods courses. An emphasis is placed on studying teaching techniques and with involvement in teacher activities in basic education schools. Secondary section offered in the fall; elementary section in the spring.

EDUC 440 Prof. Nimerosky
Elementary Classroom Management and Discipline 3 credits
In-depth study of the rationale, theories, and techniques for creating a situation where learning can take place and for handling specific individual and group behavior problems in productive ways.

EDUC 441 Staff
Planning in Elementary Student Teaching 2 credits
Preparation of actual teaching plans during elementary student teaching.

EDUC 442 Staff
Instruction in Elementary Student Teaching 3 credits
Involvement in implementing methods and techniques. Elementary school student teaching on a full-time basis under the supervision of classroom teachers and University supervisors.

EDUC 443 Staff
Managing Elementary Classrooms in Student Teaching 2 credits
Involvement in the management of learning situations during elementary student teaching.

EDUC 444 Staff
Professional Growth in Elementary Student Teaching 3 credits
The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, a commitment to improvement, and ability to relate to others. This will include attendance and participation in a weekly seminar to analyze and discuss professional considerations and student teaching problems.

EDUC 451 Staff
Early Childhood 5 credits
Education Student Teaching
This course consists of a high intensity practicum in the early childhood classroom at a pre-K level. Assignment by the Education Department to an ECE classroom requires completion of an application process. Attendance at weekly seminars is also required. This course must be preceded by or follow Elementary Student Teaching if state certification is being pursued. A grade of "C" or higher is required for endorsement of certification applications.

EDUC 460 Staff
Classroom Management 3 credits
Discipline for SPED
In-depth study of the rationale, theories, and techniques for creating a situation where learning can take place and for handling specific individual and group behavior problems in productive ways.

EDUC 461 Staff
Planning in SPED 3 credits
Student Teaching
Preparation of actual teaching plans during special education student teaching.

EDUC 462 Staff
Instruction in SPED 3 credits
Student Teaching
Involvement in implementing methods and techniques. Special education student teaching on a full-time basis under the supervision of classroom teachers and University supervisors.

EDUC 463 Staff
Managing SPED 3 credits
Student Teaching Instruction
Involvement in the management of learning situations during special education student teaching.

EDUC 464 Staff
Professional Growth in 3 credits
Special Education Student Teaching
The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, and a commitment to improvement, and ability to relate to others. This will include attendance and participation in a weekly seminar to analyze and discuss professional considerations and student teaching problems.

EDUC 475 Staff
Secondary Classroom 3 credits
Management and Discipline
In-depth study of the rationale, theories, and techniques for creating a situation where learning can take place and for handling specific individual and group behavior problems in productive ways.

EDUC 476 Staff
Planning in Secondary 2 credits
Student Teaching
Preparation of actual teaching plans during secondary student teaching.

EDUC 477 Staff
Instruction in Secondary 3 credits
Student Teaching
Involvement in implementing methods and techniques. Secondary student teaching on a full time basis under the supervision of classroom teachers and University supervisors.

EDUC 478 Staff
Managing Classrooms in 2 credits
Secondary Student Teaching
Involvement in the management of learning situations during secondary student teaching.

EDUC 479 Staff
Professional Growth 3 credits
in Secondary Student Teaching
The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, and a commitment to improvement, and ability to relate to others. This will include attendance and participation in a weekly seminar to analyze and discuss professional considerations and student teaching problems.

The Education Department ordinarily does not permit students to take courses concurrently with the student teaching sequence. Students seeking deviations from this policy must complete a form requiring the approvals of the advisor, the appropriate program director, the department chairperson, and the dean. Student teaching requires application, which is due to the appropriate advisor and approved by the program director, prior to registration for the student teaching semester.

Footnotes for Early Childhood Education, Elementary Education, Secondary Education and Special Education:

[1] Four courses (12 credits) in at least two of the following disciplines are required: History, Literature, Foreign Languages. However, one course in art or music history can be used as one of the four courses.

[2] All students take two courses designated as **writing intensive** and two courses designated as **cultural diversity**. Where possible, at least one of the writing intensive courses should be in the major. **Cultural diversity** and **writing intensive** courses may also fulfill other requirements in the GE curriculum.

[3] SERV (192, 292, 393, 492) is a 10 hour requirement per academic year.

[4] These courses must be scheduled in the same semester. EDUC 440-444 comprise the student teaching semester.

[5] Semesters may be reversed at the discretion of the Program Director.

Additional note for Early Childhood and Elementary Education

[6] Phys. Ed. - 1 credit in Movement and Dance Required.

HEALTH ADMINISTRATION AND HUMAN RESOURCES

DR. WEST, *Chairperson*
DR. O'NEILL, *Director of Health Administration*

The Health Administration curriculum is designed to develop in students the values, knowledge and skills necessary to enter the growing field of health administration. The sequence of courses includes a significant integration of the fields of health and business administration and includes a minor in business administration. The curriculum is interdisciplinary and provides the student with a broad base of knowledge for securing entry-level positions with public and private agencies in positions concerned with the administration of preventive and remedial health, welfare, and rehabilitative services. A three-credit, 138-hour internship is required with a second three-credit internship available as an elective. Students must provide their own transportation on internships. In order to graduate, Health Administration majors must have a 2.5 GPA in major courses and a **full-time student must complete ten hours of community service during each semester** registered as a Health Administration major. Dexter Hanley College students will meet the service learning requirement by completing major courses that have a service learning component. They will not be required to complete additional service learning hours. The curriculum also provides a solid foundation for future graduate level education in various administrative disciplines such as human resources administration, public health, health and hospital administration, health planning, public administration, and long-term care administration (see Long-Term Care Administration concentration).

	Dept. and No.	Descriptive Title of Course	Credits	
		FIRST YEAR	**FALL**	**SPRING**
MAJOR	HADM 111	Introduction to Health Administration	3	
MAJOR	HADM 112	Health Systems		3
GE SPCH	COMM 100	Public Speaking		3
GE WRTG	WRTG 107	Composition	3	
GE C/IL	C/IL 102	Computer/Information Literacy		3
GE QUAN	PSYC 210	Psychological Statistics	3	
GE PHIL-T/RS	PHIL120-T/RS 121	Introduction to Philosophy-Theology I	3	3
GE HUMN	HUMN ELECT	Elective		3
GE NSCI	NSCI ELECT	Natural Sciences	3	
GE S/BH	ECO	Current Economic Issues		3
FSEM	INTD 100	Freshman Seminar	1	
SERV	SERV 192[1]F/192S	Service Learning		
			16	18
		SECOND YEAR		
MAJOR	HADM 293	Research in Health Administration	3	
MAJOR	HADM	Elective		3
COGNATE	MGT 251	Legal Environment of Business	3	
COGNATE	ACC 253-254	Financial Accounting-Managerial Accounting	3	3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE N SCI	NSCI ELECT	Natural Sciences		3
GE PHED	PHED ELECT	Physical Education	1	1
SERV	SERV 292[1]F/292S	Service Learning		
			16	16
		THIRD YEAR		
MAJOR	HADM 340	Career Seminar	1	
MAJOR	HADM 312	Health Finance		3
MAJOR	HADM 313	Health Administration		3
MAJOR	HADM 315	Cultural Diversity & Health Administration	3	
MAJOR	HADM Elective	Elective	3	
MAJOR	HADM 380	Internship in Health Administration		3
COGNATE	MGT 351-352	Principles of Management I and II	3	3
COGNATE	MKT 351	Introduction to Marketing		3
COGNATE	COGNATE ELECT	Elective	3	
GE PHIL	PHIL 212	Medical Ethics	3	
GE ELECT	ELECT	Free Elective		3
SERV	SERV 392[1]F/392S	Service Learning		
			16	18
		FOURTH YEAR		
MAJOR	HADM 441	Issues in Health Administration		3
MAJOR	HADM	Elective	3	3
COGNATE	ELECT	Electives	3	3
GE HUMN	HUMN	Elective	3	
GE S/BH	S/BH	Social/Behavioral Sciences	3	
GE PHED	PHED	Physical Education	1	
GE ELEC	ELECT	Free Electives	3	6
SERV	SERV492[1]F/492S	Service Learning		
			16	15

TOTAL: 131 credits

[1] SERV (192, 292, 392, 492) is a 20 hour requirement per academic year.

MINOR: A minor in Health Administration requires 18 credits distributed as follows: HADM 111, 112, 312, and 313, and any other two HADM courses.

HEALTH ADMINISTRATION

Concentration in Long-Term Care Administration

Students seeking a career in long-term care administration can select a sequence of courses in Health Administration, Business, and Gerontology, including a 1040 clock hour HADM internship and upon successful completion of the curriculum, students will have met the educational requirements of the Pennsylvania State Board of Licensure for Nursing Home Administrators necessary to take the state licensure examination for long-term care administrator. The Health Administration curriculum forms the infrastructure for the LTCA concentration. It includes 40 credits of HADM courses, continues the 21-credit Business minor and features 12 credits of Gerontology courses. The HADM/LTCA increases the credits for the Health Administration degree from 131 for the regular HADM major to 134. Students may also earn a second minor, in Gerontology, by taking SOC 110 and GERO 230.

	Dept. and No.	Descriptive Title of Course	Credits FALL	SPRING
		FIRST YEAR		
MAJOR	HADM 111	Introduction to Health Administration	3	
MAJOR	HADM 112	Health Systems		3
COGNATE	GERO 216	Aging and Community		3
GE SPCH	COMM 100	Public Speaking		3
GE WRTG	WRTG 107	Composition	3	
GE C/IL	C/IL 102	Computer/Information Literacy		3
GE QUAN	PSYC 210	Psychological Statistics	3	
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	3	3
GE NSCI	NSCI ELECT	Natural Sciences		3
F SEM	INTD 100	Freshman Seminar	1	
GE SOC/BEH	GERO 110	Introduction to Gerontology	3	
SERV	SERV 192[1]F/192S	Service Learning		
			16	18
		SECOND YEAR		
MAJOR	HADM 212	Health Administration Law	3	
MAJOR	HADM 213	Supervising Health Personnel		3
MAJOR	HADM 293	Research in Health Administration	3	
COGNATE	MGT 251	Legal Environment of Business	3	
COGNATE	GERO 218	Health and Aging	3	
COGNATE	ACC 253-254	Fin. Accounting-Mana. Accounting	3	3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECT	Natural Sciences		3
GE S/BH	ECO 101	Current Economics Issues		3
GE COGNATE	GERO 232	Aging and Death		3
SERV	SERV 292[1]F/292S	Service Learning		
			18	18
		THIRD YEAR		
MAJOR	HADM 340	Career Seminar	1	
MAJOR	HADM 312	Health Finance		3
MAJOR	HADM 313	Health Administration		3
MAJOR	HADM 318	Long Term Care Administration	3	
COGNATE	MGT 351-352	Org. and Management-Org.Behavior	3	3
COGNATE	MKT 351	Managerial Marketing		3
GE PHIL	PHIL 212	Medical Ethics	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	GE ELECT	Elective	3	
GE PHED	PHED ELECT	Physical Education	1	
GE ELECT	ELECT-HADM 315	Free Elective-Cult. Diversity & Health Admin.	3	3
SERV	SERV 392[1]F/392S	Service Learning		
			17	18
		FOURTH YEAR		
MAJOR	HADM 441	Issues in Health Administration		3
MAJOR	HADM 480-480	Internship in Long Term Care Adminis.	6	6
GE HUMN	HUMN ELECT	Humanities Electives	6	3
GE PHED	PHED ELECT	Physical Education	1	1
GE ELECT	ELECT	Elective		3
SERV	SERV 492F/492S	Service Learning		
			13	16

TOTAL: 134 credits

[1]SERV (192, 292, 392, 492) is a 20 hour requirement per academic year.

MINOR. There is no minor in Long Term Care Administration.

SERV 192 292, 392, 492 (F or S) Staff
Service Learning 0 credits
This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The Service-Learning hours will be logged, checked and noted on a student's transcript. SERV 292 requires prior completion of SERV 192, 292 for 392 and 392 for 492.

HADM 111 Staff
Introduction to Health Administration 3 credits
An initial overview of health care in the United States and the professions involved. Emphasis is placed on health care providers and professionals in health service settings.

HADM 112 Staff
Health Systems 3 credits
The nature and organization of health care in the United States. Factors affecting the delivery of such services are identified to provide an understanding of the evolution and dynamics of health care systems as well as prospects for future development.

HADM 212 Staff
Health Administration Law 3 credits
The legal and regulatory environment of health care and the administration of health services.

HADM 213 Staff
Supervising Health Personnel 3 credits
Principles and practices of direct supervision of personnel including motivation, leadership, and various personnel functions in health care settings. For Health Administration majors and minors only.

HADM 284 Staff
Special Topics 3 credits
Selected topics of current interest in health administration are offered on a variable basis.

HADM 293 Staff
(W)Research in Health Administration 3 credits
(Majors only; prerequisite: Psyc 210) Principles and processes of research in health administration including literature review, research design, data collection techniques, statistical analysis, and professional writing in generating new knowledge and in using research in administration.

HADM 311 Staff
Resource Development 3 credits
Proposal writing for program planning and/or soliciting funds from public and private sources as well as the role of public relations and development in the creation of organizational resources.

HADM 312 Staff
Health Finance 3 credits
The costs of health care in society with emphasis on financial concepts and reimbursement mechanisms for health providers.

HADM 313 Staff
Health Administration 3 credits
Roles and functions of supervisory and administrative structure, including boards of directors, in health agencies, systems, and organizations, with an emphasis on managed care environments.

HADM 314 Staff
Health Care Policy 3 credits
(HADM junior and seniors only.) Public policy in the health care sector is studied, including the policy-making process. Implications of governmental policy for health care organizations and administrators are discussed.

Dr. Tony Sinay, faculty advisor, and Maria Hastings, internship supervisor, meet with Caroly Evans, a recipient of a Kellogg Fellowship in rural Health Administration, one of twelve students selected nationally for summer 1997.

Ms. Rosemary Broderick, Health Care Administrator and Internship Supervisor, visits interns Thomas Lawrence and Amy Rutkowski.

HADM 315 Staff
(D)Cultural Diversity and Health Administration 3 credits
Focuses on the effects of cultural diversity on healthcare administration. Emphasis is placed on the importance of assessing and addressing the healthcare needs of various cultural groups within a given healthcare service area. For HADM majors and HADM minors only.

HADM 316 Staff
Health Care Marketing 3 credits
Marketing theories, concepts, strategies, methods, and techniques are studied and applied to health care. The unique aspects of health care, services, and health care organizations are considered as they pertain to marketing.

HADM 317 Staff
Workforce Development 3 credits
Training and development needs of employees within various health care delivery systems will be examined. Adult learning theories and the role of the training function will be critically reviewed. An in-depth study and application of the training process will require students to design, develop, implement, and evaluate a training program.

HADM 318 Staff
Long Term Care Administration 3 credits
Designed to introduce the student to Long Term Care (LTC) facility administration. Emphasis is placed on the differences between acute and long-term levels of care, types of LTC facilities, and special concerns involving the LTC resident.

HADM 340 Staff
Career Seminar 1 credit
(Majors only) Seminar in which students appraise their present status and develop specific written educational and career plans for future coursework, career entry, and/or graduate school.

HADM 380 Staff
Internship in Health Administration 3 credits
(Prerequisites: HADM 340, 18 HADM credits or approval of prog. director) The internship, a significant educational experience, ends the third year and involves a supervised practical experience in a community agency/organization providing health services. It provides both practical experience and an opportunity to integrate knowledge into a working professional philosophy. Students will spend a minimum of 120 hours in the field and a minimum of 18 hours in on-campus staffing sessions. Prerequisite for HADM 481. Students must provide their own transportation. Graded S or U.

HADM 441 Staff
Issues in Health Care Administration 3 credits
Seniors only. A capstone course in which students demonstrate knowledge attained throughout the HADM curriculum as well as the ability to apply that knowledge in a practical manner through completion of a "mega case study", utilizing a small administrative group/team approach.

HADM 480 Staff
Internship in Long-Term Care Administration 3 credits
(Prerequisite: approval of HADM director) The internship is a significant educational capstone experience that involves a supervised practical experience in a licensed long-term care facility. It provides both a practical experience in the student's field and an opportunity to integrate knowledge from a variety of courses into a working professional philosophy. Students will spend 520 hours in the field placement and 15 hours of on-campus seminars. Students must accumulate 1040 hours of internship experience by taking HADM 480 in both the fall and spring semesters of their senior year. Students must provide their own transportation. Graded S or U.

HADM 481 Staff
Internship in Health Administration 3 credits
(Prerequisite: HADM 380) This second internship involves 150 hours in a community agency or organization providing health services; it may be taken during any regular academic term and may be completed outside the immediate University region. Approval by program director is required. Students must provide their own transportation. Graded S or U.

NURSING

DR. HARRINGTON, *Chairperson*

The purpose of the Baccalaureate nursing program is the preparation of qualified persons for entry level practice of professional nursing in hospitals and community health settings. The program also provides the academic foundations for advanced study in nursing.

High school graduates are admitted as freshmen into the program which leads to a Bachelor of Science degree with a major in Nursing. Total class enrollment is limited in consideration of educational and clinical resources. The curriculum can be completed in eight regular semesters of full-time study or four academic years.

The nursing program has the full approval of the Pennsylvania State Board of Nursing. The curriculum is based on a planned progression of courses so as to build upon and develop knowledge and skills at levels of increasing competency. Therefore, all required courses must be taken in sequence. For progression through the Nursing program, a minimum average grade of C must be attained in the prerequisite Natural Science courses (BIOL 110-111, CHEM 110-111). A minimum grade of C must be attained in the prerequisite Natural Science courses BIOL 210, PSYCH 210, and in each Nursing course. Students who score less than a 10 on the Math placement exam during freshman orientation must seek individual advising through the Nursing Department.

Final Grade For Nursing Courses With Concurrent Clinical Laboratory: The clinical laboratory component of a nursing course shall be on the basis of S, Satisfactory (Pass), or U, Unsatisfactory (Fail). If the student obtains an S in the clinical laboratory, the final grade in the course, which is entered on the permanent transcript, shall be the grade assigned for the lecture portion of the course. If the student does not obtain an S in the clinical laboratory, the final grade in the course, which is entered on the permanent transcript, shall be an F, no matter what grade was assigned for the lecture portion of the course. Both lecture and clinical components must be repeated if a grade of C-, D+, D or F is obtained in a Nursing course.

Prior to the junior and senior year, students enrolled in the nursing program must present a certificate as evidence of having completed the Cardiopulmonary Resuscitation Basic Life Support course or Modular course offered by the American Red Cross or the American Heart Association. In order to graduate, Nursing majors are required to complete a minimum of ten hours of community service during each fall and spring. Dexter Hanley College students will meet the service learning requirement by completing major courses that have a service learning component. They will not be required to complete additional service learning hours.

In addition to the general University tuition and fees listed in the Student Expenses section, students majoring in nursing assume the responsibility for the following: uniforms and other required clinical accessories, yearly physical examinations, entrance eye and dental examinations, immunizations, comprehensive/achievement tests, liability insurance and any travel expenses incurred. Students must also provide their own transportation to and from agencies utilized for clinical laboratories, and have access to a car during their community health clinical experiences in the senior year. Senior status in the Nursing Program is defined as completion of at least 100 credits including cognate and prerequisite courses for NURS 480 and NURS 481.

Applicants and students should be aware that Pennsylvania law prohibits licensure of individuals convicted of felonies related to controlled substance and may prohibit licensure if there is a conviction for any felonious act. For details, see the Admissions Brochure and the Student Handbook of the Department of Nursing.

Upon graduation the students will be eligible for admission to examination for the registered nurse licensure. The University of Scranton's Nursing program is accredited by the National League for Nursing.

SERV 192, 292, 392, 492 (F or S) Staff
Service Learning 0 credits
Service learning activities are integrated in the Nursing courses. This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. The Service-Learning hours will be logged, checked and noted on a student's transcript. SERV 292 requires prior completion of SERV 192, 292 for 392, and 392 for 492.

NURS 100 Dr. Garrett, Prof. Cecchini, Staff
Family Health 3 credits
(For non-nursing majors.) Concepts and principles related to the promotion and maintenance of optimal family health. Considers factors pertinent to health needs and health practices throughout the life cycle.

NURS 111 Dr. Farrell, Staff
(D)Women's Health 3 credits
Course focuses on historic, physiologic, social, cultural, emotional and economic issues affecting women's health. The course explores strategies to empower women's use of health care services. Class members will be expected to participate actively in all discussions.

NURS 112 Staff
Sexual Development Through the Life Span 3 credits
(Open to all students) Impact on sexual roles and expression, and health and social issues as they relate to sexual function. Emphasis is placed on developing sexual awareness of the student. Three hours lecture.

NURS 140 Dr. Bailey, Staff
(W)Introduction to Nursing Concepts 3 credits
An exploration of the core concepts of the client, health, nursing and health patterns. Historical, philosophical, and social development of nursing and the role of the professional nurse presented. Understanding of health and health continuum in the broader perspective of the human person, the physiological, psychological, developmental, and socio-cultural modes. Introduction of the nursing process as it relates to the development of cognitive, interpersonal, and psychomotor skills to assist clients to attain and maintain an optimal level of health. 3 hours lecture.

NURSING

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR	NURS 140[2]	Introduction to Nursing Concepts		3
COGNATE (GE NSCI)	CHEM 110-111	Introduction Chemistry	4	4
COGNATE (GE NSCI)	BIOL 110-111	Structure & Function	4	4
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computer/Information Literacy		3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE S/BH	PSYCH 110	Fundamentals of Psychology	3	
FSEM	INTD 100	Freshman Seminar	1	
GE PHED	PHED ELECT	Physical Education		1
SERV	SERV 192[1]F/192S	Service Learning		
			18	18
		SECOND YEAR		
MAJOR	NURS 260	Physical Assessment /Health Patterns	3	
MAJOR	NURS 261	Nursing Related to the Health Patterns		3
MAJOR	NURS 262	Pharmacology I		1
COGNATE	BIOL 210	Introductory Medical Microbiology	3	
COGNATE (GE QUAN)	PSYCH 210	Psychological Statistics		3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE T/RS	T/RS 121	Theology I	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
GE S/BH	PSYCH 225[4]	Abnormal Psychology		3
SERV	SERV 292[1]F/292S	Service Learning		
			18	16
		THIRD YEAR		
MAJOR	NURS 340-341	Clinical Pathology I, II	3	3
MAJOR	NURS 380	Nursing II-Nursing the Individual	8	
MAJOR	NURS 360-361	Pharmacology II, III	1	1
MAJOR	NURS 381	Nursing III-Nursing Individual/Family		8
GE T/RS or PHIL	T/RS or PHIL	Elective	3	
GE PHED	PHED ELECT	Physical Education		1
GE ELECT	Psych 221[4]-ELECT	Childhood and Adolescence-Elective	3	3
SERV	SERV 392[1]F/392S	Service Learning		
			18	16
		FOURTH YEAR		
MAJOR	NURS 480	Nurs. IV Individual/Family/Community	8	
MAJOR	NURS 440	Clinical Pathology III	3	
MAJOR	NURS 493	Research in Nursing	3	
MAJOR	NURS 482[3]	Nursing-V Synthesis of Nrsg. Concepts		9
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHED	PHED ELECT	Physical Education	1	
GE ELECT	PHIL 212[4]-ELECT	Medical Ethics-Elective	3	3
SERV	SERV 492[1]F/492S	Service Learning		
			18	15

TOTAL: 137 credits

[1] SERV 192, 292, 392, 492 is a ten hour per semester requirement per academic year.

[2] fall or spring semester

[3] ROTC option available

[4] Recommended by the department

NURS 213 Dr. Muscari
(W)Child and Adolescent Health Promotion 3 credits

(Recommended Prerequisite: PSYC 221; Open to all students) Focus on the professional's role as advocate, care giver and/or teacher in the promotion of health for children and adolescents, directly through health maintenance and prevention and indirectly through health care policy.

NURS 241 Drs. Carpenter, Zalon
(W)Perspectives in Professional Nursing 3 credits

(Prerequisites: sophomore status in the Nursing Program. Registered Nurse students only.) Perspectives in professional nursing explores concepts incorporated in the philosophy, organizing framework and curriculum structures of the nursing program. Integration of the health patterns and nursing process in the delivery of professional nursing care is introduced. Pertinent issues impacting on the nursing profession are addressed.

NURS 242 Dr. Narsavage, Staff
Nursing Related to the Assessment of Health Patterns 3 credits
(Prerequisites: sophomore status, NURS 241, Registered Nurse students only.) Focus on the professional nurse's role as caregiver in assessing, diagnosing and planning interventions of adaptive health patterns in individuals. Application of the nursing process to well persons and to individuals and families with alterations in health patterns. Exploration of concepts for planning holistic health care. Two hours lecture, 3 hours laboratory.

NURS 260 Dr. Muscari, Staff
Physical Assessment Related to Health Patterns 3 credits
(Prerequisite: BIO 110-111; Sophomore status in nursing program) Development of beginning skill in the basic physical assessment techniques necessary for the promotion of optimal health as a care-giver. Focus on the professional nurse's role in assessing the physiological dimension of adaptive health patterns in individuals with a stable health status. 2 hours lecture and 3 hours laboratory.

NURS 261 Dr. Harrington, Staff
Nursing Related to Health Patterns 3 credits
(Prerequisite: CHEM 110-111, NURS 140, Nursing 260; Sophomore status in the nursing program) Focus on the professional nurse's role in promoting the individual's health status utilizing developmental, physiological, psychological and sociocultural dimensions of adaptive health patterns. Development of beginning nursing skills and procedures. 2 hours lecture and 3 hours laboratory.

NURS 262 Staff
Pharmacology I 1 credit
(Prerequisites: CHEM 110-111, BIO 110-111, BIO 210) Principles of Pharmacology and specific drug groups. Emphasis is placed on drug actions, side effects, dosages and nursing responsibilities.

NURS 310 Dr. Bailey
(D)Understanding Transcultural Health Care 3 credits
This course will focus on exploring values, beliefs, and lifestyles of diverse cultural groups in order to broaden the student's perception and understanding of health and illness and the variety of meanings these terms carry for members of differing groups.

NURS 311 Dr. Narsavage
Computer Applications in Nursing 3 credits
(Prerequisite: sophomore status in Nursing program, LPN or RN) Designed for nursing majors or nurses who wish to learn computer capabilities for nursing applications in ways that do not involve programming. Emphasis is on interactive computer experience as an introduction to disk-operating systems, and word processing, computer-assisted instruction, file management, database management system, care-planning, software evaluation and research access.

NURS 312 Staff
Nursing the Older Adult 3 credits
(Prerequisite: junior status in Nursing program) Focus on the professional nurse's role of caregiver, advocate and teacher in promoting and maintaining adaptive responses of the older adult experiencing alterations in health patterns. Emphasis placed on multidimensional assessment factors and interventions in meeting bio-psycho-social needs.

NURS 340 Drs. Farrell, Harrington, Staff
Clinical Pathophysiology Related to Health Patterns I 3 credits
(Prerequisites: CHEM 110-111, BIO 110-111, Biology 210, Nursing 261) Pathophysiology and Psychopathology related to self perception-self concept, sleep rest, and activity-exercise health patterns are explored and related to specific alterations in clients' health status. 3 hours lecture.

NURS 341 Drs. Carpenter, Farrell, Muscari, & Staff
Clinical Pathophysiology Related to Health Patterns II 3 credits
(Prerequisite: NURS 340) Pathophysiology related to the nutritional-metabolic, sexuality-reproductive, and role relationship health patterns are explored and related to specific alterations in clients' health status. 3 hours lecture.

NURS 360 Staff
Pharmacology II 1 credit
(Prerequisite: NURS 262) Principles of Pharmacology and specific drug groups related to alterations in the sleep-rest, activity-exercise, self-perception/self-concept health patterns. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities. 1 hour lecture.

NURS 361 Staff
Pharmacology III 1 credit
(Prerequisite: NURS 360) Principles of Pharmacology and specific drug groups related to alterations in the nutrition-metabolic, sexuality-reproduction, role-relationship, cognitive-perceptual, and elimination health patterns. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities. 1 hour lecture.

NURS 380 Drs. Zalon, Farrell, Staff
Nursing the Individual 8 credits
(Prerequisite: NURS 261; Corequisites: NURS 340 and NURS 360) Focus on the professional nurse's role as care-giver, advocate, and teacher in restoring the physiological and psychosocial adaptive responses of the individual experiencing alterations in the health patterns of self perception-self concept, sleep-rest and activity exercise. Emphasis placed on the planning and implementation of the nursing process in meeting health needs. 3 hours lecture and 15 hours laboratory.

NURS 381 Prof. DiMattio, Drs. Farrell, Muscari & Staff
Nursing the Individual/Family 8 credits
(Prerequisite: NURS 380; Corequisites: NURS 341 and NURS 361) Focus on the professional nurse's role as caregiver, advocate and teacher in restoring adaptive responses of the individual and family experiencing alterations in health patterns of sexuality-reproductive, nutritional-metabolic, and role-relationships. Emphasis placed on the planning and implementation phases of the nursing process in meeting health needs. 3 hours lecture and 15 hours laboratory.

NURS 410 Dr. Zalon
Nursing Management 3 credits
Study of the management process in nursing settings with a focus on the planning, implementation and delivery of nursing care in complex organizations. Focus is on the collaborative role of nursing within the organization and the analysis and resolution of problems. 3 hours lecture.

NURS 440 Drs. Hudacek, Narsavage,
Clinical Pathophysiology Dr. Maddoxr, Staff
Related to Health Patterns III 3 credits
(Prerequisite: NURS 341) Pathophysiology related to alterations in elimination, cognitive-perceptual, coping-stress-tolerance and value-belief health patterns are explored and related to specific alterations in clients' health status. 3 hours lecture.

NURS 480 Drs. Hudacek, Narsavage,
(D)Nursing the Individual/ Dr. Maddox, Staff
Family/Community 8 credits
(Prerequisite: NURS 381; Corequisites: NURS 440 and NURS 460) Focus on the professional nurse's role as care-giver, advocate, and teacher in promoting and restoring adaptive responses of the individual, family, and community experiencing alterations in the health patterns of elimination, cognitive-perceptional, coping-stress-tolerance, and value-belief. Emphasis is placed on the planning and implementation phases of the nursing process in meeting health needs. 3 hours lecture and 15 hours laboratory.

NURS 481 Dr. Narsavage
(D)Community Nursing 6 credits
Registered Nurse Students Only. (Prerequisite: senior status in the University and Nursing Program) Focus on the professional nurse's role as caregiver, advocate, and teacher in promoting and restoring adaptive responses in the individual, family, and community experiencing alterations in health patterns. Emphasis is placed on the planning and implementation phases of the nursing process in meeting health needs of community clients. 3 hours lecture and 9 hours laboratory.

NURS 482* Drs. Hudacek, Desmond, Staff
Synthesis of Nursing Concepts 9 credits
(Prerequisite: NURS 480 or NURS 481) Focus on the professional nurse's role as leader/manager in promoting, restoring and maintaining adaptive responses in individuals experiencing complex alterations in health patterns. Continued use of the nursing process to implement and to evaluate nursing care of the individual, family, community, and groups in collaboration with the nursing and interdisciplinary health teams. 3 hours lecture and 18 hours laboratory.

NURS 483 Dr. Carpenter, Staff
Independent Study in Nursing 3 credits
Registered Nurse Students Only. (Prerequisite: senior status in the nursing program AND NURS 493) An independent project of academic or professional nature in an area specific to professional nursing. Students develop and complete a specific project and work on a one-to-one basis with a faculty member in the department of nursing.

NURS 490 Dr. Carpenter
Synthesis of Nursing Concepts 6 credits
Related to Leadership Management Roles
Registered Nurse Students Only. (Prerequisite: senior status in University and in Nursing program) Focus on the professional nurse's role as leader/manager in promoting, restoring, and maintaining adaptive responses in individuals, families, communities, and groups in collaboration with nursing and interdisciplinary health teams. This is the final course in the nursing curriculum and requires integration and synthesis of all prior academic preparation leading to the baccalaureate degree. 3 hours lecture and 9 hours laboratory. Students may substitute a nursing elective upon approval of the R.N. program director.

NURS 493 Drs. Bailey, Carpenter, Staff
(W)Research in Nursing 3 credits
(Prerequisite: senior status in the nursing program, MATH 204). Introduction to and application of the principles and process of research in professional nursing practice. Study of research design, data collection technique, interpretation and critique of nursing research literature, and reports and the development of the ability to become a discriminating consumer of nursing research. 3 hours lecture.

* The following option is available for ROTC Nurse cadets. Three credits are awarded for successful completion of the ROTC Nurse Summer Training Program (NSTP).

NURS 482 6 cr
ROTC NSTP 3 cr

OCCUPATIONAL THERAPY

DR. KASAR, *Chairperson*

The Department of Occupational Therapy at the University of Scranton offers a four-year, Bachelor of Science degree in Occupational Therapy. The Occupational Therapy Curriculum is based on a frame of reference that is developmental, humanistic, and holistic in nature, and which emphasizes optimal function throughout the life span. The program is integrated with a liberal arts and science foundation, and is designed to prepare strong, generalist, entry-level practitioners with the capacity for creative analysis and clinical reasoning.

Admission to the program is open to first-time incoming freshmen. Applicants will be selected on a competitive basis, with emphasis placed on high school record, standardized test scores, extracurricular activities, and letters of recommendation. Observation and/or volunteer experience in Occupational Therapy settings is required and must be documented.

The coursework is sequenced in a planned progression in order to build upon and develop knowledge and skills at increasing levels of complexity, competence, and integration. Therefore, all required courses must be completed in sequence. A minimum grade of C (2.00) must be attained in every cognate and occupational therapy course. In addition, students are required to complete ten hours of community service for every semester registered as an Occupational Therapy major.

Beginning in the third year, Level I Clinical courses are scheduled during the intersession and summer, immediately following the OT Practice course in that area. Upon completion of the fourth academic year, students must participate in two, full-time, Level II Internships, in the areas of Psychosocial Rehabilitation and Physical Rehabilitation. After the required clinical work is finished, a student may choose to participate in a Level II Internship in a specialty area of practice. Students are responsible for their transportation and travel costs to and from assigned clinical and internship settings, and should expect to pay room and board expenses during the Level II experiences.

The Occupational Therapy Program has initiated accreditation procedures with the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Once accreditation of the program has been obtained, its graduates will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

The normal length of time for completion of the program is four and one half years. All OT students must complete Level II Fieldwork within 24 months following completion of the academic portion of the program. OT students who have completed the classroom component of the program will be allowed to participate in the commencement of their entering class. Students completing their clinical experience in December of the same calendar year will receive diplomas upon the completion of their clinicals.

SERV 192, 292, 392, 492 (F or S) Staff
Service Learning 0 credits

This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The Service-Learning hours will be logged, checked and noted on a student's transcript. SERV 292 requires prior completion of SERV 192, 292 for 392, and 392 for 492.

OT 140 Prof. Penny
Introduction to Occupational Therapy 1 credit

An introduction to the profession of occupational therapy, including an overview of history, philosophical bases, standards and ethics, and current and future directions for practice. Clinical areas of focus and practice settings are presented with particular emphasis placed on the role of the occupational therapist. Majors only. One, two-hour seminar/week.

OT 141 Prof. Reinson, Prof. Morgan
Occupational Therapy Theoretical Concepts 3 credits

A comprehensive review of occupational therapy theoretical frames of reference and models of practice, with emphasis on an analysis of their history, philosophical foundations, and applications to practice. The focus is on human occupation and adaptation, and its multicultural aspects. Three hours lecture/week.

OT 240 Prof. Waskiewicz
Activity Analysis I 3 credits

Analysis, theory, and application of activities and media used in occupational therapy treatment. Course will consider developmental parameters, and include self-care, work, and leisure aspects for the child and adolescent. Adaptation and grading of purposeful activities for therapeutic intervention, and practice in presenting and teaching activities will be included. One hour lecture, four hours lab/week.

OT 241 Prof. Reinson, Prof. Morgan
Activity Analysis II 3 credits

Analysis, theory, and application of additional activities and media used in occupational therapy treatment. Course will consider developmental parameters, and include self-care, work, and leisure aspects for the young and older adult. Adaptation and grading of purposeful activities for therapeutic intervention, and practice in presenting and teaching activities will be included. One hour lecture, four hours lab/week.

OT 275 Dr. Kasar
Clinical Kinesiology 3 credits

Application of the principles of functional anatomy with emphasis on normal and abnormal movement. Measurement techniques for range of motion and muscle testing are presented, with emphasis on the movement and strength requirements found in self-care, work, and leisure activities. Concepts are integrated in lab experiences. Prerequisites: BIOL 110-111; Corequisite: PT 256. Two hours lecture, two hours lab/week.

OT 346 Prof. Penny
Pathological Conditions I 3 credits

A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis placed on examining developmental/pediatric disabilities, and psychosocial dysfunction. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.

OCCUPATIONAL THERAPY

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
MAJOR	OT 140	Introduction to OT	1	
MAJOR	OT 141	OT Theoretical Concepts		3
COGNATE (GE NSCI)	BIOL 110-111	Structure-Function of Human Body	4	4
COGNATE (GE S/BH)	SOC110-PSYC 110	Introduction to Sociology-Fund. of Psychology	3	3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computer/Info. Literacy	3	
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro. to Phil.-Theology I	3	3
GE FSEM-PHED	INTD 100-PHED	Freshman Seminar-Physical Education	1	1
SERV	SERV 192F/192S	Service Learning		
			18	17
		SECOND YEAR		
MAJOR	OT 240-241	Activity Analysis I and II	3	3
MAJOR	OT 275	Clinical Kinesiology		3
COGNATE	PT 256	Human Anatomy for OT	4	
COGNATE	PSYC 221-222	Child & Adol.-Adult & Aging	3	3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II		6
GE HUMN	HUMN ELECT	Humanities Electives	6	3
GE PE	PHED ELECT	Physical Education	1	
SERV	SERV 292F/292S	Service Learning		
			17	18
		THIRD YEAR		
MAJOR	OT 346-347	Pathological Conditions I and II	3	3
MAJOR	OT 356	Functional Neuroanatomy	3	
MAJOR	OT 360	OT Practice I (Pediatrics)	3	
MAJOR	OT 361	OT Practice II (Psychosoc. Rehab.)		3
MAJOR	OT 380	OT Level I Clinical-I (Peds.)		1 (Int)
MAJOR	OT 381	OT Level I Clinical-II (Psysoc.)		1 (Sum)
COGNATE	HADM 112	Health Systems		3
COGNATE	HS 341	Group Dynamics	3	
COGNATE	HS 333	Multiculturalism in Human Srvs	3	
GE QUAN	PSYC 210	Psychological Statistics		3
GE PHIL or T/RS	PHIL or T/RS	Elective		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHED	PHED ELECT	Physical Education	1	
SERV	SERV 392F/392S	Service Learning		
			16	2 / 18
		FOURTH YEAR		
MAJOR	OT 440	Mg.t and Supv. of OT Services		3
MAJOR	OT 451	Hand Rehabilitation	2	
MAJOR	OT 460	OT Practice III (Physical Rehab.)	3	
MAJOR	OT 461	OT Practice IV (Geriatrics)		3
MAJOR	OT 475	Advanced Therapeutic Techniques		3
MAJOR	OT 480	OT Level I Clinical-III (Phys.)		1 (Int)
MAJOR	OT 493	Research Methods in OT	3	
GE ELECT	ELECT	Free Electives	6	6
SERV	SERV 492F/492S	Service Learning		
			14	1 / 15
	Post-Academic Clinical Coursework.			
MAJOR	OT 481	OT Level II Internship-I (Psysoc.)		6 (Sum)
MAJOR	OT 482	OT Level II Internship-II (Phys.)	6	
MAJOR	OT 483	OT Level II Internship-III (Optnl.)		(4-6)

TOTAL CREDITS: 148

OT 347 Prof. Penny
Pathological Conditions II 3 credits
A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis placed on examining adult physical dysfunction, and geriatric difficulties. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.

OT 356 Dr. Kasar
Functional Neuroanatomy 3 credits
An overview of applied neuroanatomy and function, with emphasis on sensory, perceptual, and motor performance. Normal structure and function are discussed, together with nervous system dysfunction, as applied to self-care, work, and leisure activities related to OT practice. Prerequisites: PT 256, OT 275. Two hours lecture, two hours lab/week.

OT 360 Prof. Reinson
Occupational Therapy Practice I: Pediatrics 3 credits
An overview of theoretical frames of reference, evaluation, and treatment intervention strategies used to enhance the function of infants, children, and other individuals with developmental disabilities. Methods of observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Corequisites: OT 346, OT 356. Two hours lecture, two hours lab/week.

OT 361 Prof. Penny
Occupational Therapy Practice II: Psychosocial Rehabilitation 3 credits
An overview of theoretical frames of reference, evaluation, and treatment intervention strategies used to enhance the function of individuals with psychosocial dysfunction. Methods of observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Prerequisite: HS 341. Two hours lecture, two hours lab/week.

OT 380 Prof. Reinson
Occupational Therapy Level I Clinical – I: Pediatrics 1 credit
Directed observation and supervised participation in the occupational therapy process in a pediatric/developmental disabilities setting. Emphasis on the integration of theory and practice. Prerequisites: OT 346, OT 356, OT 360. Intersession, two weeks, full-time.

OT 381 Prof. Penny
Occupational Therapy Level I Clinical – II: Psychosocial Rehabilitation 1 credit
Directed observation and supervised participation in the occupational therapy process in a psychosocial rehabilitation setting. Emphasis on the integration of theory and practice. Prerequisites: OT 347, OT 361, OT 380. Summer, two weeks, full-time.

OT 440 Prof. Penny, Prof. Morgan
Management and Supervision of Occupational Therapy Services 3 credits
An application of major management principles to the provision of occupational therapy services, with emphasis on the administrative and supervisory requirements in managing an occupational therapy department. Information provided concerning program planning, recruitment, marketing, budgeting, supervision, documentation, evaluation, reimbursement and quality assurance. Three hours lecture/week.

OT 451 Prof. Morgan
Hand Rehabilitation 2 credits
An indepth review of functional anatomy of the hand and arm, with emphasis on rehabilitation principles and basic splinting techniques. Theoretical concepts, evaluation and fabrication procedures are integrated in lab experiences. Corequisite: OT 460. One hour lecture, two hours lab/week.

OT 460 Prof. Morgan
Occupational Therapy Practice III: Physical Rehabilitation 3 credits
An overview of theoretical frames of reference, evaluation, and treatment intervention strategies used to enhance the function of individuals with major physical disabilities. Emphasis placed on the neurodevelopmental, biomechanical and rehabilitative approaches. Methods of observation, assessment, and treatment techniques are introduced and practiced in lab simulations and field trips to area facilities. Prerequisites: PT 256, OT 275; Corequisite: OT 451. Two hours lecture, two hours lab/week.

OT 461 Prof. Waskiewicz
Occupational Therapy Practice IV: Geriatrics 3 credits
An overview of theoretical frames of reference, evaluation and treatment intervention strategies used to enhance the function of the elderly. Emphasis placed on understanding the biopsychosocial changes, characteristics and needs of older persons. Methods of observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Prerequisites: OT 460, OT 480. Two hours lecture, two hours lab/week.

OT 475 Prof. Morgan
Advanced Therapeutic Techniques 3 credits
Advanced theoretical concepts and treatment applications designed to provide exposure to the most current areas of focus in practice. The approaches reviewed may include neurodevelopmental treatment, sensory integration, joint mobilization, industrial medicine, adaptive seating and assistive technology. Prerequisites: OT 451, OT 460. Two hours lecture, two hours lab/week.

OT 480 Prof. Morgan
Occupational Therapy Level I Clinical – III: Physical Rehabilitation 1 credit
Directed observation and supervised participation in the occupational therapy process in a physical rehabilitation setting. Emphasis on the integration of theory and practice. Prerequisites: OT 381, OT 451, OT 460. Intersession, two weeks, full-time.

OT 481 Prof. Waskiewicz
OT Level II Internship – I: Psychosocial Rehabilitation 6 credits
Full-time, supervised, level II clinical experience in the area of psychosocial rehabilitation. In order to be eligible for the national certification examination for Occupational Therapist Registered, the student must achieve at least the minimum scores on the AOTA Fieldwork Evaluation. Prerequisites: Completion of all academic coursework. Summer or fall, twelve weeks minimum, full-time.

OT 482 Prof. Waskiewicz
OT Level II Internship – II: Physical Rehabilitation 6 credits
Full-time, supervised, level II clinical experience in the area of physical rehabilitation. In order to be eligible to sit for the national certification examination for Occupational Therapist Registered, the student must achieve at least the minimum scores on the AOTA Fieldwork Evaluation. Prerequisites: Completion of all academic coursework. Summer or fall, twelve weeks minimum, full-time.

OT 483 Staff
OT Level II Internship – III: Specialty 4-6 credits
Full-time, supervised, level II clinical experience in a specialty area of practice. Prerequisites: OT 481, OT 482. Spring, 8-12 weeks, full-time.

OT 493 Dr. Kasar, Prof. Reinson
Research Methods in Occupational Therapy 3 credits
An introduction to research design, data collection, analysis, and interpretation of findings. Emphasis placed on critical review of occupational therapy research studies, application to clinical practice, quantitative, and qualitative methods. Concepts are integrated through the preparation of a research proposal. Prerequisite: PSYCH 210. Corequisites: OT 451, OT 460. Three hours lecture/week.

PHYSICAL EDUCATION

DR. WODDER, *Chairperson*

The Physical Education Department aims to improve the physical fitness level of each student and improve and increase students' recreational skills through our offerings of over 30 different activity classes. Emphasis is placed on instruction in a wide variety of popular sports and recreational and competitive athletics, especially those with carry-over value for post-college years.

Every regularly enrolled freshman and sophomore student except veterans must satisfy the physical education requirement unless excused by the Physical Education Department.

It is possible to be excused from the physical education classes by application to the Physical Education Department if (a) a physician certifies that a student, for medical reasons, should not engage in vigorous physical activity; (b) the department deems it advisable; (c) veterans.

Grading: S—Satisfactory

Grading: U—Unsatisfactory, requiring repetition of course

Physical Education .5-1 credit

Students talking physical education may select from the following: tennis, swimming, yoga, skiing, soccer, racquetball, weight training, aerobics, basketball, volleyball, bowling, running, karate, self-defense for women, judo, advanced life saving, WSI, ballet, modern jazz dance, golf, tai chi, badminton and scuba diving. Three credits are needed for graduation.

COACHING MINOR

The 16-credit coaching minor is based on the American Sport Education Program (ASEP) and will help meet the needs of those who wish to coach and work more effectively with young athletes from youth through interscholastic sports

Introduction to Coaching, one credit, is a prerequisite for Sport Physiology, Administration, Medicine, Psychology, and Teaching Sport Skills.

Dept. and No.	Descriptive Title of Course	Credits
PHED 160	Introduction to Coaching	1
PHED 210	Sport Physiology	3
PHED 202	Sport Administration	3
PHED 203	Prevention and Care of Sports Injuries	3
PHYC 284	Sport Psychology	3
PHED 205	Teaching Sport Skills	3
		TOTAL: 16

PHED 160 Team
Introduction to Coaching 1 credit

Prerequisite course which will assist prospective coaches as they develop a positive coaching philosophy, apply coaching principles and use sport management skills.

PHED 210 Prof. Howlett
Sports Physiology 3 credits

Students will learn how to design effective, individualized training programs by incorporating training basics such a overload, specificity, adaptation and progression. Will include individual differences among athletes, muscular fitness, energy fitness and performance factors.

PHED 202 Dr. Wodder
Sports Administration 3 credits

Examines the business of coaching offering practical approaches to the administrative functions of organizing, planning, leading and controlling. Integrates philosophy and principles into actual practice.

PHED 203 Prof. Robertson
Prevention and Care of Sports Injuries 3 credits

Will cover sports first aid, prevention of and dealing with sports injuries. Helps coaches become competent first responders in sports emergencies. Students will learn how to recognize and prevent common sports injuries and administer appropriate first aid. Also covers procedures for evaluating and caring for injuries, guidelines for rehabilitation and therapeutic taping.

PSYC 284 Dr. O'Malley
Sports Psychology 3 credits

This course covers a variety of topics in sports psychology including the learning of athletic skills, principles of motivation, goal-setting and reinforcement. The emotional aspects of sports competition and various strategies for mental preparation for completion such as relaxation, concentration, and attentional skills will be discussed.

PHED 205 Prof. Bessoir
Teaching Sports Skills 3 credits

Students will master the essentials of teaching sports skills and improve their teaching effectiveness. They will learn how to prepare for teaching sports skills, introduce, explain, and demonstrate sports skills, and use cognitive processes to improve performance. Students are also required to intern with varsity team(s).

EXERCISE SCIENCE

DR. WODDER, *Chairperson*

Few academic program majors offer such diverse opportunities for employment upon graduation as Exercise Science. This academically rigorous Exercise Science curriculum prepares graduates with knowledge and experience for employment opportunities in research and fitness centers, cardiac rehabilitation, corporate and community wellness centers, and as strength and conditioning specialists. The Exercise Science major is also an excellent curricular option for those intending to apply to graduate or professional programs.

EXERCISE SCIENCE

	Dept. and No.	Descriptive Title of Course	Credits FALL	Credits SPRING
		FIRST YEAR		
COGNATE	BIO 110-111	Structure & Function of Human Body	4	4
GE NSCI	CHEM 112-113	General & Analytical Chemistry	4½	4½
GE SPCH-WRTG	WRTG 107-COMM 100	Written Comm-Oral Comm	3	3
GE FSEM-GE PHED	INTD 100	Freshman Seminar	1	
MAJOR	PHED 106	Aerobic Fitness	1	
GE/IL	C/IL 106/106L	Comp Info - Lit for Health Sciences	3	
MAJOR	PHED 210	Sports Physiology		3
GE QUAN	MATH 114	Analysis I		4
SERV	SERV 192F/192S	Service Learning		
			16½	18½
		SECOND YEAR		
MAJOR	BIO 245	General Physiology		4½
COGNATE	NURS 100	Family Health	3	
GE HUMN	ELEC	Humanities Elective		3
COGNATE	EDUC 120	Applied Statistics		3
GE PHIL - T/RS	PHIL 120 - T/RS 121	Intro to Philosophy - Theology I	3	3
COGNATE	PHYS 120-121	General Physics	4	4
GE HUMN (D)	HIST 224	Ethnic & Racial Min. of NE PA	3	
MAJOR	PHED 105	Cardio. Fitness	1	
MAJOR	PHED 112	First Aid/CPR		½
GE S/BH	PSYC 110	Fundamental of Psychology	3	
SERV	SERV 292F/292S	Service Learning		
			17	18
		THIRD YEAR		
MAJOR	PHED 203	Prevention & Care of Ath Injuries	3	
MAJOR	PHED ***	Research Methods in Ex Science		1½
MAJOR	BIO 347	** Exercise Physiology		3
MAJOR	PHED ***	Nutrition		3
GE T/RS or PHIL	T/RS or PHIL	Elective	3	
MAJOR	PHED 101	Weight Training	1	
GE T/RS or PHIL	PHIL 210-T/RS 122	Ethics - Theology II	3	3
GE ELEC	COMM 228	Intercultural Communication	3	
GE S/BH	PSYC 222	Adulthood and Aging		3
COGNATE	PSYC 284	Sport Psychology	3	
MAJOR	BIO 348 or BIO 446	**Neurophysiology/Cardio. Physiology		3
GE ELECTIVE	ELECT	Free Elective		3
SERV	SERV 392F/392S	Service Learning		
			16	16½
		FOURTH YEAR		
MAJOR	PHED ***	Kinesiology	3	
MAJOR	BIO 348 or BIO 446	**Neurophysiology/Cardio. Physiology		3
COGNATE	SOC 216	Medical Sociology	3	
MAJOR	PHED ***	Tests and Measurements		3
GE HUMN	HUMN ELECT	Elective	3	
GE ELECT	ELECT	Free Elective		3
MAJOR	PHED ***	Special Topics in Ex .Science		3
CD	CD ELECT	Elective in Cultural Diversity	3	
MAJOR	PHED ***	Internship/Field Experience	3	
GE HUMN	ELECT	Humanities Elective		3
SERV	SERV 492F/492S	Service Learning		
			18	15

TOTAL: 135½ credits

** Not available until fall 1999 *** Not available until fall 1999 Note: Program grid subject to change.

PHYSICAL THERAPY

DR. BARNES, *Chairperson*

The Department of Physical Therapy at the University of Scranton offers a five-year, entry-level Master's Degree in Physical Therapy (MPT). The Physical Therapy curriculum is designed to emphasize (a) life span development and the inherent changes which occur throughout one's life and (b) prevention of movement dysfunction. Quality preparation of the entry level physical therapist is the overriding goal of the MPT degree program. Graduates will be able to serve the physical therapy needs of the general populace. They will be prepared for direct patient care and the education of patients, their families, peers, health professionals and the lay community. Graduates are also given the basic knowledge to provide consultation services, contribute to the management practices found in the provision of physical therapy services and recognize the importance of sound research in the continued development of the profession.

Admission of students is restricted to freshmen. The number of qualified applicants admitted to the Physical Therapy curriculum is dependent upon available academic and clinical resources. A student's matriculation in the pre-professional years is contingent upon satisfactory completion (C or better) of all department pre requisites, as well as successful completion of general University requirements necessary for graduation. **No Advanced Placement (AP) credit will be accepted for the biology, chemistry, or physics courses.**

In the first year and one half (pre-professional), students focus on completion of general education requirements and courses listed as pre-requisites to the physical therapy curriculum. In the third, fourth, and fifth years, concentration is placed upon physical therapy courses which pertain to basic and applied sciences, clinical science, patient evaluation and treatment techniques, management of physical therapy services, and clinical education experiences in numerous, varied health care facilities. Experience in direct patient care and administration of patient care services is provided by clinical rotations through physical therapy services located in affiliated health care institutions and agencies. In addition, PT majors **must do ten hours of community service per semester** during their four undergraduate years.

Advancement to professional studies (junior year) is automatic for pre-professional students (freshman and sophomore years) who satisfy the following criteria: (a) completion of all specified pre-professional, pre-requisite and general education requirements; (b) attainment of a minimum grade of C in all department pre-requisites in the sciences and department courses in the pre-professional phase of the curriculum; (c) maintenance of a 2.50 GPA during fall, intersession, and spring of the freshman year and a 2.75 GPA during the fall, intersession and spring terms of the sophomore year; (d) written documentation of approximately 70 hours of volunteer or work experience with a licensed physical therapist (the letter of recommendation should address the time spent in the facility, the nature of the volunteer/work experience and the potential the student has to be a physical therapy practitioner); (e) a positive evaluation of personal abilities and aptitudes by department faculty responsible for courses provided in the pre-professional phase of the curriculum; and (f) up-to-date completion of community service hours.

When students enter the professional phase of the curriculum, the cumulative GPA requirements are as follows: junior year 2.85, senior year 3.00, and graduate year 3.00. Students are expected to complete the curriculum in the 5 year time span and in the sequence indicated. All students are to satisfactorily complete the clinical internships specified. Costs associated with liability insurance, uniforms, travel, meals, temporary housing, and attainment and maintenance of CPR certification are the responsibility of individual students.

After the satisfactory completion of all curriculum requirements at the end of the fourth year, students will be awarded a **Bachelor of Science degree in Health Sciences.** ***THIS degree will not permit the student to practice Physical Therapy.*** A comprehensive examination will be given to all Physical Therapy majors during fall term of the graduate (5th) year of the MPT degree program. Students must pass the examination to enter into the final phase of the Clinical Education sequence (PT 581 - Clinical Internships). If the student does not receive a passing grade, there will be a delay of their entrance into the final clinical internships until satisfactory performance on the exam is achieved. Students must successfully complete all of the program requirements contained within the 5-year MPT degree program in order to sit for the licensure exam and to practice the profession of physical therapy.

Math Options for Physical Therapy Majors *

#1 Students with a B+ average in high school math (through trigonometry or pre-calculus) and a score of less than 600 on the SAT in math will be enrolled in Math 103.

#2 Students with a B+ average in high school math (through pre-calculus) and a score of 600 or greater on the SAT in math will be enrolled in Math 114.

* University's Mathematics Placement Procedures may overrule the above options.

#3 AP credit may be awarded in Math 114 on the basis of the CEEB exam; no AP credit is available for Math 103 on the basis of the CEEB exam.

PHYSICAL THERAPY

	Dept. and No.	Descriptive Title of Course	Credits FALL	INT	SPRING
		FIRST YEAR[1]			
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3		3
GE C/IL	C/IL 102	Computer/Info. Literacy	3		
GE QUAN	MATH 103 or 114	Pre-Calculus or Calculus		4	
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro to Phil.-Theology I	3		3
GE HUMN	HUMN ELECT	Humanities Electives		3	3
GE NSCI	BIOL 110-111	Structure-Function Human Body	4		4
GE NSCI	CHEM 112-113	Gen. & Analytical Chem. I-II	4½		4½
FSEM	INTD 100	Freshman Seminar	1		
SERV	SERV 192F/192S	Service Learning			
			18½	7	17½
		SECOND YEAR[1]			
MAJOR	PT 245	Prin. of Human Anatomy			3
MAJOR	PT 290	Clinical Educ. Seminar I			2
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3		
GE PHIL or T/RS	PHIL or T/RS	Elective	3		
GE HUMN	HUMN ELECT	Humanities Electives			6
GE NSCI	BIOL 245	General Physiology	4½		
GE NSCI	PHYS 120-121	General Physics	4		4
GE S/BH	PSYC 110-221	Fund. Psych.-Childhood/Adol.	3		3
SERV	SERV 292F/292S	Service Learning			
			17½	3	18
		THIRD YEAR[1]			
MAJOR	PT 340	Basic Tech. in Pt. Mgmt.	3		
MAJOR	PT 342	Mgt. of the Elderly			3
MAJOR	PT 345	Adv. Human Anatomy for PT	4		
MAJOR	PT 346	Concepts in Pathology		2	
MAJOR	PT 350	Intro. to Ther. Exercise	3		
MAJOR	BIOL 348	Neurophysiology			3
MAJOR	PT 347L	Applied Neuroscience Lab for PT			1
MAJOR	PT 351	Orthopaedic PT			4
MAJOR	PT 360	Clinical Sciences I			3
MAJOR	PT 375	Kines./Pathokines for PT	3		
MAJOR	PT 376	Therapeutic Modalities	3		
MAJOR	PT 390	Clinical Educ Seminar II			1
SERV	SERV 392F/392S	Service Learning			
			16	2	15
		FOURTH YEAR (Summer)			
MAJOR	PT480	PT Internship I (2 Cr.)		2	
		FOURTH YEAR[1]			
MAJOR	PT 440	Org. and Mgt. in PT			3
MAJOR	PT 452/453[2]	Advanced Clinical Skills	1-2		1-2
MAJOR	PT 455	Pediatric Development	2		
MAJOR	PT 456	PT App. to Neuro. Popul.			4
MAJOR	PT 460	Clinical Sciences II			3
MAJOR	PT 465	Psycho./Soc. Aspects of Disab.	3		
MAJOR	PT 470	Cardiopul PT	4		
MAJOR	PT 477	Teaching in PT	2		
MAJOR	PT 482	Prof. Development (opt.)			2
MAJOR	PT 490	Cl Educ Seminar III			1
MAJOR	PT 493	Intro. to Research			3
GE QUAN	PSYC 210	Psychological Statistics	3		
SERV	SERV 492F/492S	Service Learning			
			4-16		16-18

PHYSICAL THERAPY

		FIFTH YEAR (Summer)		
MAJOR	PT 580	PT Internship II (3 Cr.)		
		FIFTH YEAR		
MAJOR	PT 552[2]	Advanced Clinical Skills	1-2	
MAJOR	PT 555	Correlative Rehabilitation	4	
MAJOR	PT 556	Motor Control/Motor Learning	4	
MAJOR	PT 581	PT Internship III		12
MAJOR	PT 582	Prof. Development (opt.)	2	
MAJOR	PT 584	Special Topics in Hlt. Care	2	
MAJOR	PT 590	Clinical Educ Seminar IV	1	
MAJOR	PT 593	Res. Design & Implementation	2	
			13-17	12

Total 174 1/2 (required) Credits[3]

[1] SERV 192, 292, 392, 492 is a 10 hour per semester requirement for first four years

[2] All majors must take a minimum of two one-credit modules.

[3] Number of credits may vary if equivalency testing is done in some pre-requisite courses

PHYSICAL THERAPY PROGRAM
AFFILIATED CLINICAL EDUCATION CENTERS

The PT Program has fully executed contracts with approximately 350 clinical sites across the United States, allowing our students adequate choices to satisfy program requirements. The clinical education experiences are provided in a variety of clinical practice settings designed to model current practice environments. Students are encouraged to experience a variety of clinical settings in order to broaden their clinical learning experiences, but also to incorporate experiences beyond patient care. The objectives of the clinical education experiences as well as student objectives for clinical education include: participation in administration, teaching, quality assurance, supervision of physical therapist assistants and other supportive personnel; interaction, communication and collaboration with other health care professionals, and clinical research.

Our list of contracted sites has been slowly increasing since the inception of the program. In the current healthcare market, the actual listing of names/locations of clinical sites is outdated as quickly as it is printed (in light of mergers, corporate influences, etc.). The sites most frequently utilized by University of Scranton students are located in the PA, NJ, NY, DE and MD areas. Our available sites extend as far as Hawaii, Oregon and Washington to the west; Arizona, Texas, Louisiana and Florida to the south; along the east coast; and scattered throughout the U.S. This variety of locations parallels the variety of clinical opportunities which include: in-patient general and specialty experiences, inpatient extended care, comprehensive outpatient experiences, community healthcare, and community/home based experiences.

SERV 192, 292, 392, 492 (F or S) Staff
Service Learning 0 credits
This requirement will provide students an opportunity to go out into the surrounding community to work with agencies, groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The Service-Learning hours will be logged, checked and noted on a student's transcript. SERV 292 requires prior completion of SERV 192, 292 for 392, 392 for 492.

PT 245 Drs. Mattingly, Kosmahl
Principles of Human Anatomy 3 credits
(PT majors only) A introduction to human gross anatomy emphasizing a systemic approach to the histological and morphological concepts of the skeletal, muscular, circulatory, and nervous systems. An introduction to normal human movement with emphasis on joint arthrokinematics and the mechanics of muscle action is also presented. Two hours lecture, 2 hours lab/week.

PT 256 Dr. Pokowicz
Human Anatomy for 4 credits
Occupational Therapy
(OT majors only) A regional in-depth study of human anatomy with major emphasis on functional anatomy. This will be accomplished through the study of prosected human specimens and surface anatomy. Occupational Therapy majors only. Three hours lecture, 2 hours lab/week.

PT 290 Profs. Hakim
Clinical Education Seminar I 2 credits
(PT majors only) The first of four clinical education seminars will include an overview of the history, current practice and future profession of physical therapy. Current practice sites and settings are presented and observed with consideration of traditional and emerging roles and responsibilities of the physical therapist. Students will participate in several half day group observations of local clinics. Comprehensive exam of medical terminology will be included in this course. Two hours lecture/week.
(PT majors with junior status in PT program

PT 340 Profs. Wagner, Staff
Basic Techniques in 3 credits
Patient Management
This course is designed to instruct the learner in basic patient management techniques which include: emergency care, draping, positioning, bandaging, early mobility, body mechanics, transfers, gait/assistive device training, patient interviews, equipment management, sterile technique, universal precautions and OSHA regulations. Emphasis is placed on clinical observation and selection of appropriate interventions for safe and effective patient management. Laboratory exposure for demonstration and practice of all techniques is provided. Also included is the management of emergencies and critical incidents. Two hours lecture, 2 hours lab/week.

PT 342 Dr. Barnes
Management of the Elderly 3 credits
A study of the responsibilities of the physical therapist with the well elderly. Emphasis on prevention of illness, injury, or disease through effective and timely intervention will be covered. A systematic approach to normal aging is also presented. Three hours lecture/week.

PT 345 Dr. Mattingly
Advanced Human Anatomy 4 credits
for Physical Therapy
An in-depth study of gross human anatomy emphasizing a regional approach to the structural and functional relationships of skeletal, muscular, circulatory, and nervous structures comprising the head, neck, trunk, and extremities. Organic systems relevant to physical therapy practice are also examined. Human dissection are included. Two hours lecture, 4 hours lab/week.

PT 346 Dr. Mattingly
Concepts in Pathology 2 credits
An introduction to the basic principles of pathology including an emphasis on the disease concepts and mechanisms relevant to physical therapy. (intersession) Seven hours lecture/week.

PT 347 Dr. Mattingly
Applied Neuroscience 1 credit
Laboratory for PT
Application of neuroscience principles to understand clinical manifestations of neurological dysfunctions and evaluative techniques. Course will include an anatomical study of clinically relevant parts of the central and peripheral nervous systems. Two hours lab/week

PT 350 Dr. Kosmahl
Introduction to Therapeutic Exercise 3 credits
This course introduces the concepts of fitness and exercise and prepares the student to design and implement basic therapeutic exercise regimens for clinical use. Normal responses to exercise and training, and patient responses to traditional therapeutic exercise regimens are presented. The course investigates physical fitness as a function of the following determinants: strength, endurance, flexibility, power and skill. Physiology of the neuromuscular system as it relates to exercise is reviewed. Energy metabolism and nutritional support for energy metabolism are discussed. The effects of aging, disuse, immobilization, denervation, and selected drugs on exercise performance are discussed. Laboratory activities include exposure to techniques for the clinical assessment and improvement of strength, flexibility, endurance, power, and skill (including manual muscle testing and goniometry).

PT 351 Dr. Kosmahl, staff
Orthopaedic Physical Therapy 4 credits
This course prepares the student to practice entry-level orthopaedic physical therapy. Evaluation and treatment of musculoskeletal system dysfunction utilizing exercise, manual therapy (mobilization), and manual and mechanical traction are emphasized. Students learn to clearly identify specific musculoskeletal problems, and to plan and implement appropriate physical therapy interventions. Students learn to recognize major signs and symptoms of systemic disease that can mimic primary musculoskeletal lesions. Evaluation tools are presented to help students recognize problems that are beyond physical therapy expertise. Students learn how to make treatment-versus-referral decisions for patients who present presumed musculoskeletal problems. Two hours lecture, 4 hours lab/week.

PT 360 Dr. Sanko
Clinical Sciences I 3 credits
This course presents physician and other clinician lectures providing an overview of selected diseases and disorders commonly referred for physical therapy evaluation and treatment. Relevant medical and surgical interventions will be reviewed with consideration of their implications for comprehensive patient management. Emphasis on musculoskeletal, rheumatic and cardiovascular diseases. Three hours lecture/week.

PT 375 Dr. Kosmahl
Kinesiology and Pathokinesiology for Physical Therapy 3 credits
This course presents a study of normal movement, and movement dysfunction associated with selected forms of pathology. Emphasis is placed on the mechanics of muscle actions and joint arthrokinematics, and biomechanical factors are discussed. Normal and pathological gaits are studied. Two hours lecture, 2 hours lab/week.

PT 376 Drs. Kosmahl, Sanko, Staff
Therapeutic Modalities 3 credits
This course prepares the student for the safe, effective and appropriate use of therapeutic modalities. The pertinent physics and physiology are reviewed. Clinical evaluation, decision making and clinical application are presented. The course reviews the physiology of pain and how pain can be modulated by use of therapeutic modalities. Topics covered in the course include the use of heat, cold, light, electricity, water, biofeedback, and intermittent compression. Principles of electrophysiologic testing in neuromuscular diagnosis are presented. Laboratory exposure to all modality and electrophysiologic testing equipment and procedures is given. Two hours lecture, 2 hours lab/week.

PT 390 Prof. Wagner
Clinical Education Seminar II 1 credit
This second seminar will prepare students for their first full-time internship. A thorough orientation to the clinical education component of the curriculum will be provided, focusing on expectations, objectives, goals and responsibilities. In addition, an emphasis will be placed on gaining familiarity with the medical record, conducting patient interviews, developing active listening skills and acquiring beginner level competency in professional documentation. Site selections for Internships # 1 and II will be made via a lottery system.
(PT majors with senior status in PT program)

PT 440 Dr. Barnes
Organization & Management in Physical Therapy 3 credits
Introduction to the management process with specific information devoted to inter- and intradepartmental relationships, leadership style and theories, motivation, and decision making. Topics related to administrative policies/procedures in the provision of patient services are discussed. A budget proposal and department design project is required. Three hours lecture/week.

PT 452/453/552 Dr. Barnes
Advanced Clinical Skills (var. credits)
This course is comprised of several 1 credit nodules, each with a specific clinical focus. All students will be required to take a minimum of 2 modules. Module offerings will be available fall and spring semesters and will be posed during pre-registration. The course format will be determined by the instructor. Full-time PT faculty and area PT clinicians will offer these short (15 hour) courses.

PT 455 Prof. Zichettella-Caffrey
Introduction to Developmental Pediatrics 3 credits
This course involves a comprehensive look at the normal and abnormal development of motor and cognitive issues from the prenatal period through early childhood. Assessment tools will be introduced as they apply to medical conditions specific to the pediatric population. Theories of development and their influence on treatment concepts will be discussed. An overview of physical therapy management of the pediatric clinical conditions will be included. Two hours lecture/week.

PT 456 Prof. Hakim, Staff
PT Approaches to Neurological Populations 4 credits
A study of classic and contemporary approaches in the assessment and treatment of neurological populations. Concepts of normal/abnormal movement, cognition and perception, proprioceptive neuromuscular facilitation, neurodevelopmental treatment, and motor control/motor learning issues are discussed. There will be an in-depth analysis of assessment, documentation and treatment planning. Lab experiences will concentrate on treatment planning and application, with problem solving scenarios. Live demonstrations, videos and applicable clinical research will be incorporated into the learning process. Two hours lecture, 4 hours lab/week.

PT 460 Staff
Clinical Sciences II 3 credits
Overview of the diagnosis, etiology, evaluation and treatment of diseases/disorders associated within the central and peripheral nervous systems. Specific applications for physical therapy intervention are discussed. Three hours lecture/week.

PT 465 Prof. Wagner
Psychosocial Aspects of Physical Disabilities 3 credits
A comprehensive look at the psychosocial components of physical disabilities. Particular emphasis will be placed on understanding the psychological, behavioral, emotional and cognitive influences affecting rehabilitation outcomes. Selected physical conditions will be examined. Concepts regarding life stage development: stages of adjustment, strategies for intervention, sexuality, family adjustment and terminal illness will be explored. The impact of societal beliefs and values about the disabled will be discussed. Case presentations will supplement didactic material. Three hours lecture/week.

PT 470 Dr. Sanko
Cardiopulmonary Physical Therapy 4 credits
An overview of the human physiological response to physical activity. Emphasis is placed on the acute and chronic adaptation of the body systems to activity by individuals in various states of health and disease throughout the lifespan. Principles of cardiopulmonary disease prevention, treatment, and rehabilitation are examined. Laboratory experiences are designed to illustrate these principles and develop skills necessary for their implementation. Three hours lecture, two hours lab/week.

PT 477 Dr. Barnes

Teaching in Physical Therapy 2 credits

Discussion of teaching, learning theories and the roles of the PT as a teacher is offered. Development and implementation of learning experiences (emphasis is on the student as a facilitator of patient learning) and the process of presenting information are included. Two hours lecture/week.

PT 480 Prof. Wagner, Hakim

Internship I 2 credits

A five week, full time introduction to the practice of physical therapy. The application of basic physical therapy procedures, modalities and patient management skills will be emphasized in a supervised general hospital, outpatient, orthopaedic, sports medicine or industrial medicine setting. An inservice or case presentation, in addition to a reflective case study will be required during the internship.

PT 482 / 582 Dr. Barnes

Professional Development 2 credits

This course is designed to provide the student with the opportunity to explore, in increasing depth, an area of professional interest. A contract drawn between student and advisor is required. Optional.

PT 490 Prof. Wagner

Clinical Education Seminar III 1 credit

These weekly discussions will further prepare students for their subsequent internships and ongoing professional practice. Goals, objectives, expectations and responsibilities of Internship II will he clarified. Topics will include an analysis of individual learning and personality styles, assertiveness training, and increased awareness of the cognitive influences on behavior. Case presentations will be used to promote the development of clinical problem solving skills.

PT 493 Dr. Sanko

Introduction to Research 3 credits

Introduction to research including design selection, general concepts of data collection and analysis, and the critical review of literature relevant to the field of physical therapy. Students are required to formulate a research hypothesis and submit a formal research proposal. Methods of research presentation are discussed. Three hours lecture/week.

(PT majors with graduate status in PT program)

PT 555 Prof. Hakim

Correlative Rehabilitation 4 credits

This course is designed to integrate background knowledge and clinical practice in the areas of: ICU management, wound management, orthotics, prosthetics, oncology, head injury, speech/language, and spinal cord injury. Evaluation, treatment and documentation issues are addressed as they pertain to each area. Concepts of impairment, disability, and handicap are discussed in relation to clinical management and an interdisciplinary approach. Laboratory experiences focus on treatment planning and application with problem solving scenarios. Demonstrations, videos, equipment management, and clinical guest lecturers are included. Field trips to local rehabilitation facilities supplement the head injury and spinal cord injury modules. Three hours lecture, 2 hours lab/week.

PT 556 Prof. Hakim and Staff

Motor Control/Motor Learning 4 credits

This course introduces the science of motor control/motor learning including neuromotor processes that underlie normal and abnormal movement. Theories of motor learning and mechanisms of acquisition of movement are discussed. Neuromotor and neuropsychological research is investigated and clinical implications are discussed. Three hours lecture, 2 hours lab/week.

PT 580 Profs. Wagner, Hakim

Internship II 3 credits

A six week, full time intermediate level of physical therapy practice. The application of more highly developed therapeutic skills and techniques will be emphasized in a supervised general hospital, out-patient, orthopaedic, sports medicine, pediatric, industrial medicine, home care, or private practice setting. An inservice or case presentation, in addition to a reflective case study will be required during the internship.

PT 581 Profs. Wagner, Hakim

Internship III 12 credits

Two eight-week, full time advanced level internships. Increased independence and decision making skills will be stressed in supervised general hospital, out-patient, orthopaedic, sports medicine, industrial medicine, rehabilitation, private practice or to her "specialized" settings. Emphasis will focus on the integration of all didactic coursework directed at the goal of achieving "entry level" clinical competence. An administrative project, case presentation or individual project in addition to a reflective case study will be required during each internship.

PT 584 Dr. Barnes

Special Topics in Health Care 2 credits

A discussion-centered course, the content will include the more contemporary issues in health care delivery. Emphasis on the provision of physical therapy services will be covered. Two hours lecture/week.

PT 590 Prof. Wagner

Clinical Education Seminar IV 1 credit

The last in the series of clinical seminars, these monthly meetings will focus on establishing goals, objectives, expectations and responsibilities of the final two full-time "specialty" internships. Guidance for the selection of specialized sites will be available. Students will be required to develop individual "learning contracts" to foster optimal outcomes in the clinical setting. Information and assistance will be provided to prepare students for state licensing examinations. Questions and concerns regarding employment options will be addressed.

PT 593 Dr. Sanko

Research Design and Implementation 2 credits

Students refine and implement the research proposals submitted in PT 493. The collection of data with appropriate statistical analysis is completed and a formal written presentation in approved format of the methods, results, and conclusion is required. All research initiated is subject to the rules and policies of the University with regard to the human or animal subjects.

Dexter Hanley College

Shirley M. Adams, Ph.D., Dean

In 1998 the University of Scranton celebrates its seventy-fifth year of delivering quality education for adult students. Dexter Hanley College continues the tradition of student-centered administration that supports adults in achieving their academic goals.

GOALS AND OBJECTIVES

Dexter Hanley College is committed to carrying out the Jesuit tradition by offering quality programs, quality services and the opportunity for non-traditional students to accomplish their educational goals. Dexter Hanley College is dedicated to serving the local community and continually updates its programs and services in response to the community's ever-changing needs.

Dexter Hanley College serves primarily the following five groups:

a. Adults who wish to pursue an undergraduate degree.
b. Students who wish to pursue an undergraduate degree on a part-time basis or attending evenings only.
c. Students who want to obtain an associate degree or certificate.
d. Adults who want to improve their professional competence and/or to prepare themselves for new careers.
e. Adults who want to take advantage of educational programs for their own enrichment.

Dexter Hanley College is dedicated to helping students succeed by offering scholarship opportunities, life experience credits, academic and career counseling, and academic support services.

DEGREE PROGRAMS

Dexter Hanley College students may attend courses offered in the day or at night. Students who can attend courses scheduled for mornings and afternoons may choose from degree programs in Group 1 or Group 2. Students who plan to attend only in the evening may select from Group 2.

Group 1: Courses that comprise the **major** for these degree programs are offered during the daytime only.

BACHELOR'S DEGREE		ASSOCIATE DEGREE
Biology	International Studies	Electrical Engineering*
Chemisty	Mathematics	Sociology *
Computer Science	Medical Technology	
Early Childhood Education*	Neuroscience	
Elementary Education*	Nursing*	
Secondary Education*	Philosophy	
Electrical Engineering	Political Science	
English	Psychology	
Gerontology	Sociology	
International Language Business	Theology/Religious Studies	

*Some courses in the major are available evenings.

Group 2: **Major , cognate** and **general education** courses for these degrees are available night and day.

BACHELOR'S DEGREE		ASSOCIATE DEGREE
Accounting	History	Associate in Arts
Communication	Human Services	Business
Computer Information Systems	Liberal Studies	Computer Information Systems
Criminal Justice	Management	Criminal Justice
Economics	Marketing	Gerontology
Finance	Nursing for R.N.s	Health Administration
Health Administration	Operations Management	Human Services
		Political Science

The Dexter Hanley College baccalaureate programs have the same general education requirements as the corresponding programs in the College of Arts and Sciences, the School of Management, and the J.A. Panuska, S.J. College of Professional Studies. These general requirements are described on pp. 45-51. It should be noted, however, that the physical education requirement, described on pg. 236, is waived for DHC students.

Curricular requirements for each degree program will be found on pages indicated in the index at the back of this catalog. Math placement testing may determine additional math prerequisites in addition to those specified by a degree program. Curricular information for Liberal Studies and Nursing for Registered Nurses, two degree programs unique to Dexter Hanley College, is available on pages 250-252.

ADMISSION INFORMATION

Application for Admission

Admission to Dexter Hanley College at the University of Scranton is based on the applicant's academic record, life experiences, and motivation to continue education. Application forms may be obtained from the DHC office or may be requested by phone (941-7580).

Dexter Hanley College operates on a rolling admissions plan which means that applications are processed on a continual basis as they are received. All candidates are informed of the admission decision within two to three weeks after the completion of their file of supporting credentials.

To complete the application file, the candidate must have the following sent to the Dexter Hanley College Office:

1. A completed application form accompanied by the $20.00 application fee.
2. An official high school transcript (and Graduate Equivalency Diploma (GED), including scores, when applicable).

   Official transcripts of high school and previous college courses (where applicable) must be submitted to the Dexter Hanley College office not later than three weeks before the beginning of classes each semester so that the student may be considered for official admission to the College. Applicants with a minimum of 15 earned credits from an accredited college or university do not need to submit high school transcripts or GED scores.

All prospective students are required to meet with the Director of Admissions prior to the time of actual registration. Appointments may be made by contacting the Dexter Hanley College office (941-7580).

Admission of Transfer Students

Under the rolling admissions plan, transfer candidates may be considered on the basis of their last semester's courses and previous work at an accredited college or university. Students who have been dismissed from another institution cannot apply to the University of Scranton any sooner than one full semester after the semester in which the dismissal took place. All candidates are informed of the admission decision within two to three weeks after completion of their file of supporting credentials.

To complete the application file, a transfer candidate must have the following sent to the Dexter Hanley College Office:

1. A completed application form accompanied by the $20.00 application fee.
2. Official high school transcript/GED scores. (Applicants with a minimum of 15 earned credits from an accredited college or university do not need to submit high school transcripts or GED scores.)
3. Official transcripts, mailed directly from every college or university attended.

Official transcripts of high school and previous college courses (where applicable) must be submitted to the Dexter Hanley College office not later than three weeks before the beginning of classes each semester so that the student may be considered for official admission to the College.

In general, advanced standing will be granted for previously completed courses when completed courses are equivalent to courses at the University, the student received grades of C or higher, and when courses are required for the specific program the student chooses upon entering Dexter Hanley College. If the student changes major at a later date, another review of transfer credits will be made at that time, and the student will be given a written evaluation clearly indicating the transfer credits that apply to the new major. In all cases, for a bachelor's degree, transfer students must earn a minimum of 63 credits at the University of Scranton. Once a transfer student matriculates, the University policy on course transfers applies. (See page 44 of this catalog.)

In the case of students transferring from other colleges within the University of Scranton, all coursework satisfactorily completed and applicable to the student's program of study will be accepted in Dexter Hanley College.

Conditional Admission

A student may be admitted conditionally if official transcripts have not been received in the DHC Office before classes begin. The student whose official records have not been received within five weeks AFTER classes have begun will not be allowed to register for a subsequent term.

Upon receipt and evaluation of the official academic transcripts, the Dexter Hanley College office will notify the student regarding acceptance or rejection. The student who is rejected will be allowed to finish the semester if he/she wishes to do so, but will not be allowed to register for subsequent terms. The student who is accepted will be subject to all rules, regulations and policies of regularly enrolled students. Because official academic transcripts are necessary for effective academic advising, the student who enters under the conditional admission policy takes full responsibility for any errors in course selection and for all extra costs involved in making changes in class registrations.

DHC Transition Program

Dexter Hanley College students who are internal or external probationary acceptances, and those students who wish to change major or declare a major, but do not have the required grade point average for acceptance into the new major will be placed into the DHC transition program. Students will remain in this program until they have achieved the necessary grade point for entrance into the desired major or thirty credits from time of acceptance into the program. This program will include intensive academic advising; campus wide referrals for students with special needs; and the opportunity to matriculate in a specific major or use the Liberal Studies major in preparation for a more generalized approach to career success.

Readmission

Once accepted to Dexter Hanley College, a student must maintain continuous enrollment. The dean may approve requests for one, and, on occasion, two consecutive semester leaves of

absence. Students who do not attend the University for a semester or more, without an approved leave of absence, may be required to complete a full application for readmission. This may also result in a student's needing to fulfill new curricular requirements

University of Scranton/Marywood University Cross Registration

After completing 30 credits at the University of Scranton, DHC full time students in good academic standing may take 2 courses (equivalent to 6 credits) during the calendar year (January-December). Part time students can take 1 course per 15 credits for a maximum of 6 courses.

Admission of Special Students

Special students include those who have already completed a B.A. or B.S. degree at the University of Scranton or another institution, visiting students (matriculated at another institution), part-time students taking courses for "self-improvement," and those admitted to Certificate Programs. Admission as a special student does not imply admission to candidacy for a degree. Special students must complete the application process for Dexter Hanley College.

Second Baccalaureate Degree

University of Scranton graduates and persons with good scholastic records and a baccalaureate degree from a regionally accredited institution, who wish to earn a second baccalaureate degree at the University of Scranton, must apply to Dexter Hanley College. See application procedures on page 246

Candidates for a second baccalaureate degree are expected to complete a minimum of 63 semester hours at the University of Scranton beyond the completion of the studies for the first degree and pursue a discipline disparate from the discipline of the first degree. No semester hours from the first baccalaureate degree can be used toward this 63 semester hour requirement. Grades for courses taken by University of Scranton graduates after completion of the requirements for the first baccalaureate degree will have no effect on the final GPA of the first degree.

Certificate Programs

Students wishing to complete a certificate program in Dexter Hanley College must meet the requirements specified by the appropriate department. (Details about the Certificate Programs currently available will be found on pages 258-261.) See application procedures on pages 246.

Self-Improvement

Students who do not plan to work toward a degree or a certificate, must also file the application for admission and must arrange for official transcripts to be sent to the Dexter Hanley College Office. See page 246.

Visiting Students

Students matriculated in other colleges or universities, who wish to take courses for credit at the University of Scranton, should present the written approval of their dean, or other authorized administrator for all courses taken at the University of Scranton. The University of Scranton does not guarantee transferability of its courses. **Reader courses are not available for visiting students.**

Visiting students must complete an application form, but are not required to submit transcripts. Visiting students taking more than one course in any semester are required to attend orientation.

Readmission of Dismissed Students

If a student who has been dismissed from the University of Scranton wishes to apply for readmission to the University, the student may do so no sooner than one full semester after the semester in which the dismissal took place. Readmission is not automatic; the student will need to demonstrate that the conditions which led to dismissal will not present a continuing problem. If a student is dismissed a second time from the University, readmission is not permitted.

AUDITORS

DHC students may register as auditors with the approval of the dean. Entry of the audit grade on the transcript assumes satisfactory attendance at class meetings. The student should consult with the instructor as to what constitutes satisfactory attendance. Auditors are not responsible for assigned work, quizzes, or examinations, and they receive no credit for the course. Students not enrolled as auditors who wish to change their status to that of auditor must do so by deadlines specified in the academic calendar on the inside front cover of this catalog. Auditing students pay the regular tuition and fees.

DHC ADVISING CENTER

In Dexter Hanley College, academic advising begins with admission interviews, registration and new student orientations. Ongoing advising services that support students through their years of study to graduation provide all students, including transfer and evening students, with stability and continuity in their academic planning. DHC students are assigned faculty advisors by their choice of major. They are also assisted by staff advisors who are available twelve months a year during day and evening DHC office hours.

A student-use space has been added to the advising center. Here students may use computers to access updated course information and to check their grades and student account status prior to registration.

A special career reference materials library is housed at the Center. Advisors in Dexter Hanley College, Career Services and the Counseling Center are also available for consultation.

B.S. IN NURSING FOR R.N. STUDENTS

DR. DONA RINALDI CARPENTER, *Director, R.N. Track*

The registered nurse student is recognized as an adult learner who comes with a diversity of life experiences, education, and clinical expertise, as well as motivation and ability to learn independently and collaboratively. To facilitate advanced placement, opportunity is provided for students to validate previously acquired educational and clinical competencies.

The nursing program, accredited by the National League for Nursing, is open to all registered nurses who meet admission requirements. The registered nurse student may enroll on either a full-time or part-time basis.

To apply for admission to the B.S. for R.N. track, students should submit the following with a completed application form and fee:

1. Official transcripts from high school, nursing school and other colleges attended.
2. A copy of current Pennsylvania Registered Nurse License.

Transcripts are individually reviewed and evaluated. Transfer courses, especially courses in the sciences, must be equivalent to courses in the nursing program at the University of Scranton (science courses taken at a non-degree program are accepted if they were taken at an affiliated college and received college credit); a grade of C or better must have been earned. If chemistry courses to be transferred do not have sufficient biochemistry, in the opinion of the faculty, the student may challenge CHEM 111 or enroll in the course.

Student Policies: R.N. Track

1. In order to continue in the nursing program, ordinarily the R.N. student must enroll in a minimum of one course in each regular semester.
2. The R.N. student is expected to complete the degree requirements within seven years from the date of admission. Fifty-seven credits in Nursing are required for the degree, 33 of which may be earned by verifying current employment or graduation through original R.N. program less than 10 years prior to acceptance. The 33 validation credits are posted on the student's official transcript upon successful completion of CHEM 110-111, BIO 110-111, BIO 210, NURS 241 and NURS 242. The student must hold Junior status in the program.
3. Students must have completed at least 100 credits prior to enrollment in NURS 481 or 493. Completion of all coursework toward the baccalaureate degree is suggested prior to enrollment in NURS 490.
4. Nursing students must achieve a grade of C or better in the major and cognate courses. Once enrolled, all nursing courses must be taken at the University of Scranton.
5. Before students begin clinical work, they must submit a copy of their professional malpractice liability insurance policy, evidence of current licensure and CPR certification.
6. Students who have earned an overall GPA of 3.3 or higher may choose an accelerated track toward the M.S. in Nursing. NURS 510, 591, and 595 may be taken in lieu of NURS 483 and 490. Additional information is available from Dr. Carpenter, Director of the R.N. Track.
7. Dexter Hanley College students will meet the service learning requirements by completeing major courses that have a service learning component. They will not be required to complete additional service learning hours.

SUGGESTED GUIDE TO PROGRAM PLANNING FOR REGISTERED NURSE STUDENTS

	Dept. and No.	Descriptive Title of Course	Credits
		FIRST YEAR	
COGNATE (GE NSCI)	CHEM. 110-111	Introduction to Chemistry I-II	8
COGNATE (GE NSCI)	BIOL. 110-111	Structure and Function I-II	8
GE SPCH-WRTG	COMM 100-ENGL 107	Public Speaking-Composition	6
GE C/IL-QUAN	C/IL 102	Computer and Information Literacy	3
GE PHIL	PHIL 120	Introduction to Philosophy	3
GE S/BH	PSYC 110	Fundamentals of Psychology	3
			31
		SECOND YEAR	
MAJOR	NURS 241	Perspectives in Professional Nursing	3
MAJOR	NURS 242	Nursing Related to Assessment of Health Patterns	3
COGNATE	BIO 210	Intro. to Medical Microbiology	3
COGNATE(GE QUAN)	PSYC 210	Psychological Statistics	3
GE T/RS	T/RS 121	Theology I	3
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	6
GE HUMN	ELECTIVES	Humanities Electives	9
GE S/BH	PSYC 225	Abnormal Psychology	3
			33
		THIRD YEAR	
GE T/RS	ELECTIVE	T/RS Electives	3
GE ELECT	PSYC 221[2]-ELECT	Childhood & Adolescence-Free Elective	6
		Nursing Validation Credits	33
			42
		FOURTH YEAR	
MAJOR	NURS 481[1]	Community Nursing	6
MAJOR	NURS 493	Research in Nursing	3
MAJOR	NURS 483[3]	Independent Study	3
MAJOR	NURS 490[1]	Synthesis of Nursing Concepts Related to Leadership Management Roles	6
GE HUMN	ELECT	Humanities Elective	3
GE ELECT	PHIL 212[2]-ELECT	Medical Ethics and/or Free Electives	6
			27

TOTAL: 133 credits

[1] Fall or spring
[2] Department recommendation
[3] Portfolio option available

The 1997 graduates from the RN-BS track celebrate at the annual Nursing Awards Ceremony with faculty and staff from the Department of Nursing and Dexter Hanley College.

LIBERAL STUDIES

The Liberal Studies major is a highly individualized program offered exclusively through Dexter Hanley College. Applicants who have attended other accredited colleges may transfer up to 60 credits for applicable courses in which a grade of "C" or better was earned. Students who qualify for this interdisciplinary degree program are eligible to earn as many as 30 semester hours for academically relevant experience. (See page 262.)

DEGREE REQUIREMENTS FOR B.S. IN LIBERAL STUDIES

General Education

	Dept. and No.	Descriptive Title of Course	Credits
		FIRST YEAR	
GE SPCH - WRTG	COMM 100 - WRTG 107	Public Speaking - Composition	6
GE C/IL	C/IL 102	Computer and Information Literacy	3
CE QUAN[1]	MATH ELECT	Math Elective	3
GE NSCI[2]	NSCI ELECT	Natural Science Electives	6
GE S/BH	ELECT	Social - Behavioral Electives	6
GE HUMN[3]	ELECT	Humanities Electives	12
GE T/RS	T/RS 121-122	Theology I - II	6
GE PHIL	PHIL 120 - 210	Introduction to Philosophy - Ethics	6
GE T/RS - PHIL	T/RS or PHIL	Elective	3
GE ELECT	ELECT	Free Electives	12

TOTAL 63 Credits

Concentrations

The student may complete 3 or 4 concentrations, each with no less than 15 and no more than 24 credits.

TOTAL DEGREE:126 credits
Concentration credits must total 63 credits.

NOTES: All Liberal Studies students must take 2 courses designated as Writing Intensive (W) and 2 designated as Cultural Diversity (D).

In compliance with terms set by AACSB accreditation, no more than 30 credits of the concentrations may be School of Management courses.

Physical education courses cannot be counted within the Liberal Studies degree with the exception of those courses required within the PHED major.

No minors are granted with the Liberal Studies degree.

No College of Arts and Sciences concentrations are granted within the Liberal Studies degree.

[1] If placement testing indicates a need for Math 5, it will be placed in the free elective area.

[2] NSI (an A before the course title) and NSII (a B before the course title) must be included. An E before the title will fulfill a I or II designation.

[3] Students must earn 6 credits in one humanities field: history, literature or foreign language. The remaining credits must be in any other humanities, which include 3 credits of art or music.

ASSOCIATE DEGREES

ASSOCIATE IN ARTS

The Associate in Arts is often classified as the Liberal Arts "transfer degree" in that it provides the student with a broad exposure to the arts and sciences.

Degree Requirements for Associate in Arts

Each candidate for the degree must complete 60 semester hours of credit. Of these, 54 credits must be earned in the Liberal Arts, according to a prescribed plan covering the humanities, social/behavioral sciences, philosophy, theology/religious studies, and natural sciences/mathematics. The remaining six semester hours are allotted to free electives. Applicants who have attended other accredited colleges may transfer up to 30 credits for applicable courses in which a grade of "C" or better was earned. An outline of the degree credit requirements follows:

General Education

	Dept. and No.	Descriptive Title of Course	Credits
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	6
GE C/IL-QUAN	C/IL 102	Computer and Information Literacy	3
	MATH ELECT	Math Elective	3
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy - Theology I	6
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	6
GE S/BH	ELECT	Social-Behavioral Electives	6
GE NSCI	ELECT	Natural Science Electives	6

Major/Cognates

	Electives	Humanities Major Electives	24

TOTAL: 60 credits

ASSOCIATE DEGREES IN CAREER-RELATED FIELDS

The Associate of Science degree in career-related fields has been designed as the natural companion to the Bachelor of Science degrees in those majors. Course requirements follow:

BUSINESS

General Education

	Dept. and No.	Descriptive Title of Course	Credits
GE QUAN/ELECT	MATH 106[1] MATH 107	Quantitative Methods I-II	6
GE ELECT	ELECT	Free Elective	3
GE S/BH	ECO 153-154	Principles of Micro-Macro Economics	6
GE WRTG	WRTG 107	Composition	3
GE SPCH	COMM 100	Public Speaking	3
GE C/IL	C/IL 102	Computer and Information Literacy	3
GE HUMN	ELECT[2]	Humanities Electives	9
GE PHIL	PHIL 120	Introduction to Philosophy	3
GE T/RS	T/RS 121	Theology I	3
GE PHIL or T/RS	PHIL210 or T/RS 122	Ethics or Theology II	3

Major/Cognates

	MGT 161	Introduction to Business	3
	ACC 253-254	Financial/Managerial Accounting	6
	STAT 251-252	Statistics for Business, I-II	6
	MGT 251	Legal Environment of Business	3

TOTAL: 60 credits

[1] Math placement testing may determine additional math pre requisites in addition to the math specified for this degree program.

[2] Must take two (2) courses in history, literature, or foreign language. The other 3 credits will be in one of the other two areas.

NOTE: Students who complete the associate degree in business and wish to continue toward the B.S. in accounting, economics, finance, management, marketing, or operations management, must have attained a 2.0 in major and cognate courses and an overall G.P.A. of 2.0.

COMPUTER INFORMATION SYSTEMS

General Education

	Dept. and No.	Descriptive Title of Course	Credits
GE C/IL	C/IL 102	Computer and Information Literacy	3
GE QUAN	MATH 142	Discrete Structures	4
GE S/BH	ECO 153	Principles of Micro Economics	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	6
GE HUMN	ELECT	Humanities Electives	9
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	6
GE PHIL-T/RS	PHIL 210 OR T/RS 122	Ethics or Theology II	3
GE ELECT	WRTG 211	Technical and Business Writing	3
GE ELECT	ELECT	Free Elective	3
			40

Major /Cognates

CMPS 134, 144	Computer Science I, II	7
MATH 204 or STAT 251	Special Topics of Statistics or Statistics for Business I	3
CMPS 240	Data Structures	3
CMPS 250	Machine Organization & Assembly Language Programming	3
CMPS 330	Information Systems	3
CMPS 340	File Processing	4
		23

TOTAL: 63 credits

Math placement testing may determine additional math pre requisites in addition to the math specified for this degree program. ECO 154 is recommended

CRIMINAL JUSTICE

General Education

	Dept. and No.	Descriptive Title of Course	Credits
GE NSCI	PHYS 107[1]	"Hands On" Physics	3
GE NSCI	ELECT	Natural Science Elective	3
GE S/BH	SOC 110	Introduction to Sociology	3
GE S/BH	PSYC 110	Fundamentals of Psychology	3
GE S/BH	PS 130[1]	Introduction to National Government I or	
	SOC 112[1]	Social Problems	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	6
GE C/IL	C/IL 102	Computer and Information Literacy	3
GE HUMN	ELECT[2]	Humanities Electives	9
GE PHIL -T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	6
GE PHIL-T/RS	PHIL 210 or T/RS 122	Ethics or Theology II	3
GE ELECT	ELECT	Free Elective	3
			45

Major/Cognates

CJ 110	Introduction to Criminal Justice	3
S/CJ 210	Law and Society	3
S/CJ 212	Criminological Research	3
S/CJ 213	Criminology	3
Major	Electives	6

TOTAL: 63 credits

[1] Recommended courses.

[2] This could also be used for **writing intensive** and/or **cultural diversity** credit.

ELECTRICAL ENGINEERING

General Education

	Dept. and No.	Descriptive Title of Course	Credits
GE SPCH-WRTG	COMM 100 - WRTG 107	Public Speaking - Composition	6
GE C/IL	C/IL 102	Computer and Information Literacy	3
GE PHIL - T/RS	PHIL 120 - T/RS 121	Introduction to Philosophy - Theology I	6
GE HUMN	ELECT	Humanities Elective	3
GE S/BH	ELECT	Social-Behavioral Elective	3
			21

Major/Cognates

	PHYS 140 - 141	Elements of Physics I-II	8
	PHYS 270	Elements of Modern Physics	4
	MATH 103[1] - 114	Pre-Calculus-Analysis I	8
	MATH 221 - 222	Analysis II, III	8
	CMPS 134	Computer Science I	3
	ENGR 250 - 252	Statics - Solid State Materials	6
	ENGR 253 - 254	Introduction to CAD-3D CAD	2
	EE 240	Introduction to Digital Circuits	3
	EE 241	Circuit Analysis	4
	EE 343	Electronic Circuits I	3
	EE 243L	Digital System Design Lab	2
			51

TOTAL: 72 credits

[1] Math placement testing may determine additinal math pre requisites in addition to the math specified for this degree program.

GERONTOLOGY

General Education

	Dept. and No.	Descriptive Title of Course	Credits
GE NSCI	CHEM 100[1]	Elements of Chemistry	3
GE NSCI	ELECT	Natural Science	3
GE S/BH	SOC 110	Introduction to Sociology	3
GE S/BH	PSYC 110	Fundamentals of Psychology	3
GE S/BH	PSYC 222[1] or	Adulthood and Aging - or	
	SOC 112	Social Problems	3
GE SPCH-WRTG	COMM100 - WRTG 107	Public Speaking - Composition	6
GE C/IL	C/IL 102	Computer and Information Literacy	3
GE HUMN	ELECTIVES[2]	Humanities Electives	9
GE PHIL-T/RS	PHIL. 120 - T/RS 121	Introduction to Philosophy - Theology I	6
GE PHIL-T/RS	PHIL 210 or T/RS 122	Ethics or Theology II	3
GE ELECT	ELECT	Free Elective	3
			45

Major/Cognate

	GERO 110	Introduction to Gerontology	3
	GERO 230	Social Policy and Aging	3
	GERO 232	Aging and Death	3
	SOC 211	Methods of Social Research	3
	ELECTIVES	Gerontology Electives	6
			18

TOTAL : 63 credits

[1] Recommended courses.

[2] This could also be used for **writing intensive** and/or **cultural diversity** credit.

HEALTH ADMINISTRATION

General Education

	Dept. and No.	Descriptive Title of Course	Credits
GE SPCH-WRTG	COMM 100 - WRTG 107	Public Speaking - Composition	6
GE C/IL	C/IL 102	Computer and Information Literacy	3
GE HUMN	ELECT	Humanities Electives	9
GE PHIL-T/RS	PHIL 120 - T/RS 121	Introduction to Philosophy - Theology I	6
GE PHIL-T/RS	PHIL 210 - T/RS 122	Ethics or Theology II	3
GE ELECT	ELECT	Free Electives	6
			33

Major/Cognate

	HADM 111	Introduction to Health Administration	3
	HADM 112	Health Systems	3
	HADM 312	Health Finance	3
	HADM 313	Health Administration	3
	ELECTIVE	HADM Elective	3
	ACC 253 - 254	Financial - Managerial Accounting	6
	ELECTIVES	Cognate Electives	6
			27

TOTAL: 60 credits

Dexter Hanley College students will meet the service learning requirment by completing major courses that have a service learning component. They will not be required to complete additional service learning hours.

NOTE: Students who complete the associate degree in health administration and wish to continue toward the B.S. in health administration must have attained a 2.5 G.P.A. in the major.

HUMAN SERVICES

General Education

	Dept. and No.	Descriptive Title of Course	Credits
GE SPCH-WRTG	COMM 100 - WRTG 107	Public Speaking - Composition	6
GE C/IL	C/IL 102	Computer and Information Literacy	3
GE HUMN	ELECT	Humanities Electives	9
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy-Theology I	6
GE PHIL-T/RS	PHIL 210 or T/RS 122	Ethics or Theology II	3
GE QUANT-NSCI	ELECT	Quantitative or Natural Science	6
GE ELECT	ELECT	Free Electives	6
			39

Major/Cognate

	HS 111	Introduction to Human Adjustment	3
	HS 112	Human Services Systems	3
	HS 241	Case Management & Interviewing	3
	HS 242	Counseling Theories	3
	ELECTIVE	HS Elective	3
	ELECTIVES	Cognate Electives	6
			21

TOTAL: 60 credits

Dexter Hanley College students will meet the service learning requirment by completing major courses that have a service learning component. They will not be required to complete additional service learning hours.

NOTE: Students who complete the associate degree in human services and wish to continue toward the B.S. in human services must have attained a 2.5 G.P.A. in the major.

POLITICAL SCIENCE

To earn the Associate of Science degree in Political Science the student must successfully complete 60 semester hours of credit. Of these, 48 credits must be earned in the Liberal Arts, according to a prescribed plan covering the humanities, philosophy, theology/ religious studies, social/behavioral sciences, and natural sciences/mathematics. Twelve additional credits must be earned in the major field. The remaining six semester hours are allotted to free electives in either the area of specialization or any other field. An outline of the degree credit requirement is provided below.

Credits Required by Area of Study

General Education

	Dept. and No.	Descriptive Title of Course	Credits
GE SPCH-WRTG	COMM 100 - WRTG 107	Public Speaking - Composition	6
GE C/IL	C/IL 102	Computer and Information Literacy	3
GE NSCI-QUAN	ELECT	Natural Science - Math Electives	6
GE PHIL - T/RS	PHIL 120 - T/RS 121	Introduction to Philosophy - Theology I	6
GE PHIL - T/RS	PHIL 210 or T/RS 122	Ethics or Theology II	3
GE S/BH	ELECT	Social - Behavioral Electives	9
GE HUMN	ELECT	Humanities Electives	9
GE ELECT	ELECT	Free Electives	6
			48

Major

	PS 130-131	American National Government I-II	6
	ELECTIVES	PS-H/PS Electives	6
			12

TOTAL: 60 credits

SOCIOLOGY

General Education

	Dept. and No.	Descriptive Title of Course	Credits
GE NSCI	PHYS 107[1]	"Hands On" Physics	3
GE NSCI	ELECT	Natural Science-Math Elective	3
GE S/BH	PSYC 110	Fundamentals of Psychology	3
GE S/BH	ELECT[2]	Social-Behavioral Electives	6
GE SPCH-WRTG	COMM 100 - WRTG 107	Public Speaking - Composition	6
GE C/IL	C/IL 102	Computer and Information Literacy	3
GE HUMN	ELECT[3]	Humanities Electives	9
GE PHIL-T/RS	PHIL 120 - T/RS 121	Introduction to Philosophy - Theology I	6
GE PHIL-T/RS	PHIL 210 - T/RS 122	Ethics or Theology II	3
GE ELECT	ELECT	Free Elective	3
			45

Major/Cognate

	SOC 110	Introduction to Sociology	3
	SOC 112	Social Problems	3
	SOC 211	Methods of Social Research	3
	SOC 231	Urban Sociology	3
	SOC 318	Sociological Theory	3
	ELECTIVE	Soc. Elective	3
			18

TOTAL: 63 credits

[1] Recommended.
[2] GERO 110 or CJ 110 or PS 130 recommended.
[3] This could also be used for **writing intensive** and/or **cultural diversity** credit.

CERTIFICATES FOR ACADEMIC CREDIT

A Certificate Program is an educational opportunity to gain professional knowledge or training in a specific field before or after pursuing a degree. Students enroll in the undergraduate certificate programs with a variety of educational backgrounds ranging from having completed no college work to having earned a degree.

The courses a certificate student takes are part of the regular curriculum of the University. Certificate programs are comprised of eight academic credit courses that are recorded permanently on a transcript. Some certificates also include guided learning experiences.

In order to earn a certificate, a student must maintain at least a C average in the certificate courses and must successfully complete any other requirements as stipulated for a specific certificate program. Generally, no more than six credits may be transferred into a certificate program.

Application to a certificate program is made through the Director of Admissions in Dexter Hanley College. After a student's application is approved, the student is accepted into the program and may then register. A student is responsible for conferring with an advisor before registering and as needed in the course of earning the certificate.

In certain certificate programs, the required courses may be waived on the basis of prior experience.

Certificates available include Advertising/Public Relations, Chemical Abuse Counseling, Computer Information Systems, Drama/Theatre, Gerontology, Health Administration, and Human Services. The Business/Management certificates are Level I: Business; Level II: Accounting, Personnel Management, and Pre-MBA.

Students enrolled in a 24-credit certificate program, taking at least 3 credits per semester, may be eligible for financial aid. The Financial Aid Office should be contacted for further details.

CERTIFICATE IN ADVERTISING/PUBLIC RELATIONS *

(24 credits)

A program designed for adults who are seeking entry-level or advancement opportunities in advertising, promotion and public relations. Students with life-experience in advertising, promotion or public relations may wish to take the more advanced courses. An advisor should be consulted before doing so.

Required Courses:

COMM 120 Mass Communication
COMM 224 Newswriting (or COMM 324 Advanced Newswriting)
COMM 225 Advertising (or COMM 325 Advanced Advertising)
COMM 226 Writing for Public Relations (or COMM 227 Public Relations)

Elective Courses (select four):

COMM 110 Interpersonal Communication
COMM 210 Logical and Rhetorical Analysis
COMM 214 Small Group Communication
COMM 220 Responsibility in Communication
COMM 227 Public Relations
COMM 280 Advanced Public Speaking
COMM 311 Political Communication
COMM 312 Organizational Communication
COMM 323 TV Journalism
COMM 324 Advanced Newswriting
COMM 325 Advertising Copywriting
COMM 327 Public Relations Cases
COMM 328 News Editing
COMM 329 Graphics
COMM 331 Mass Media Management
COMM 334 Broadcast Programming
COMM 380 Advertising Practicum
COMM 410 Communication Theory & Research
COMM 411 Persuasion and Propaganda
COMM 482 Directed Independent Study

* Some daytime courses will be required.

CERTIFICATE IN CHEMICAL ABUSE COUNSELING

(24 credits)

A program designed for individuals interested in the field of substance abuse intervention. This program also has been approved by the Pennsylvania Chemical Abuse Certification Board for 45 hours toward certification, or 30 hours toward recertification.

NOTE: Completion of this certificate program alone is only one of several criteria for state certification. State certification requires combinations of work experience, education, and examinations as specified for each level of certification. Detailed information is available in the Dexter Hanley College office.

Required Courses:

HS 241: Case Management and Interviewing
HS 242: Counseling Theories
HS 421: Addictions
HS 422: Substance Abuse Education
HS 423: Health and Legal Aspects of Substance Abuse

Elective Courses (select three courses):

HS 112: Human Service Systems
HS 323: Psychiatric Rehabilitation
HS 331: Health & Behavior
HS 334: Marital & Family Counseling
HS 341: Group Dynamics
HS 441: Crisis Intervention

NOTE: Students who complete the certificate in chemical abuse counseling and wish to continue toward the associate or B.S. degree in human services must have attained a 2.5 G.P.A.

CERTIFICATE IN COMPUTER INFORMATION SYSTEMS

(24 credits)

This program is designed to introduce individuals to computers, and to expand the required math and programming skills needed for data analysis. The program targets:

1. Individuals presently in business who need to develop a greater familiarity with computer applications.
2. Individuals who are seeking to develop entry-level skills necessary for business computing.

Required Courses:

MATH 142: Discrete Structures *
CMPS 134: Computer Science I
CMPS 144: Computer Science II
CMPS 330: Information Systems Analysis
CMPS 340: File Processing

Electives: (select 2 courses):

CMPS 240: Data Structures
CMPS 331: Systems Analysis and Design
CMPS 341: Database Systems

* Some pre requisite courses may be required, as determined by math placement testing.

CERTIFICATES IN GERONTOLOGY*

(24 credits)

A program designed to meet the needs of persons either currently employed in the field of aging by providing course work designed to increase and refine knowledge and practitioner skills (ADVANCED CERTIFICATE PROGRAM); or a program for persons with some previous college experience who are considering a career in the field of gerontology.

BASIC

Required Courses:

GERO 110: Intro. to Gerontology
GERO 230: Social Policy & Aging
GERO 232: Aging & Death

Electives (select five courses):

GERO 112: Social Problems of Aging
GERO 212: Aging & the Life Cycle
GERO 214: Aging & Human Behavior
GERO 216: Aging & The Community
GERO 218: Health & Aging* *
GERO 220: Crime & Aging

ADVANCED

Required Courses:

GERO 110: Intro. to Gerontology
GERO 218: Health & Aging

Electives (select six courses):

GERO 112: Social Problems of Aging
GERO 210: Aging Around the World
GERO 212: Aging & The Life Cycle
GERO 214: Aging & Human Behavior
GERO 216: Aging & The Community
GERO 220: Crime & Aging
GERO 230: Social Policy and Aging
GERO 232: Aging & Death
GERO 382: Independent Study
GERO 480, 481: Practicum in Gerontology

* Some daytime courses may be required.
**Recommended

CERTIFICATE IN HEALTH ADMINISTRATION

(24 credits)

A program for adults who seek to develop administrative skills in the field of health administration.

Required Courses:

HADM 111: Introduction to Health Administration
HADM 112: Health Systems
HADM 213: Supervising Health Professionals
HADM 312: Health Finance
HADM 313: Health Administration
HADM: Electives (9 credits)

NOTE: Students who complete the certificate in health administration and wish to continue toward the associate or B.S. degree in health administration must have attained a 2.5 G.P.A.

CERTIFICATE IN HUMAN SERVICES

(24 credits)

A program for individuals who seek to develop skills in and familiarity with human services systems and interventions.

Required Courses:

HS 111: Introduction to Human Adjustment
HS 112: Human Services Systems
HS 241: Case Management and Interviewing
HS 242: Counseling Theories
HS 441: Crisis Intervention
HS: Electives (9 credits)

NOTE: Students who complete the certificate in human services and wish to continue toward the associate or B.S. degree in human services must have attained a 2.5 G.P.A.

CERTIFICATE PROGRAMS IN BUSINESS/MANAGEMENT

LEVEL I

The Level I certificate program in Business will comprise 24 credits, with no more than 6 credits allowed by way of transfer from another college. The Level I program is open to any qualified students (i.e., those who meet DHC entrance requirements).

BUSINESS

(24 credits)

MGT 161:	Introduction to Business
ACC 253, 254:	Financial Accounting — Managerial Accounting
ECO 153, 154:	Principles of Microeconomics, Macroeconomics
MGT 251:	Legal Environment of Business
C/IL 102:	Computer and Information Literacy
Free Elective	(Advisor Approved)

LEVEL II

Level II certificate programs will comprise 24 credits, with no more than 6 credits allowed by way of transfer from another approved college. Level II programs are open only to students who have achieved junior status, and have completed the appropriate Level I program, or to post-baccalaureate self-improvement students. In the latter case, students may be required to take pre requisite courses for any required courses in the certificate program.

The Level II certificate in Accounting, plus an earned baccalaureate degree, provides the student with adequate course work to meet Pennsylvania's requirement to sit for the C.P.A. examination. However, both New York and New Jersey require additional credits in Finance (6 credits) and Business Law (6 credits) to sit for the exam. (For one of the additional courses in Finance, one of FIN 361, 362 or 475 is recommended. One of these courses could be taken as the Free Elective in Level I.) The student should consult an advisor in the School of Management to ensure that they take the correct courses to satisfy the requirements of states other than Pennsylvania.

ACCOUNTING

(24 credits)

ACC 251, 252: Financial Accounting I, II
ACC 361, 362: Intermediate Accounting I, II
ACC 363, 364: Federal Taxes – Auditing Theory
ACC 461, 470: Cost Accounting – Law for Accountants

PERSONNEL MANAGEMENT

(24 credits)

MGT 351: Principles of Management I
MGT 352: Principles of Management II
MGT 361: Personnel Management
MGT 362: Employee-Management Relations
MGT 460: Organization Theory
MGT 471: Group Dynamics
Free electives: Six credits, approved by advisor.

PRE-MBA

(24 credits)

Students should have basic computer knowledge before beginning this program.

ACC 210: Survey of Managerial & Financial Accounting (or ACC 253 & 254)
ECON 210: Essentials of Economic Theory (or ECON 153 & 154)
FIN 351: Introduction to Finance
MKT 351: Intro. to Marketing
MGT 251: Legal Environment of Business
MGT 351: Principles of Management I
OIM 210: Quantitative Methods I (or MATH 106 & 107)
OIM 211: Quantitative Methods II (or QMS 251 & OIM 351)

TELECOURSES

Telecourses provide DHC students with an opportunity to study with a more flexible schedule. Courses are normally shown one hour per week on the regional PBS affiliate, WVIA-TV. Meetings with instructors are reduced from the typical three hours per week to no more than six meetings per semester. These courses are geared to highly motivated students capable of doing independent work. (Courses offered vary each semester.)

CREDIT FOR ACADEMICALLY RELEVANT LEARNING

Dexter Hanley College provides opportunities for students to earn credit for university level learning that takes place outside the classroom setting. A maximum of 30 credits will be awarded for extra institutional learning, excluding military credit. This includes CLEP, PEP, ACT, portfolio credit, and PONSI credit. (Advanced placement credit is considered separately.)

College-Level Examination Program (CLEP)

College-Level Examination Program has been established to enable students of all ages to earn college credit by examination. Through the CLEP tests, applicants may gain credit in many academic subjects applicable to their degree programs. Individuals who wish further information about these examinations should consult the Dexter Hanley College Director of Advising or write directly to the Program Director, College-Level Examination Program, College Entrance Examination Board, Box 1824, Princeton, N.J. 08540.

Assessment of Prior Learning

Many students have acquired "experiential learning" outside a formal college or university classroom in jobs, military service or nonaccredited institutions. One who wishes to have this learning assessed for possible credit will enroll in the one-semester course, EDUC 101 to document relevant experiences and the knowledge gained from them for departmental review. Faculty evaluators from the appropriate department(s) will evaluate the portfolio and may recommend a credit award for the student's learning. For further information about this program, contact a Dexter Hanley College advisor (941-7580).

EDUC 101 Dr. Adams
Fundamentals of Adult 3 credits
Development and Experiential Learning
The course provides learners with a basic knowledge of adult learning and development theories as a framework for understanding themselves as learners. Through self-assessment of their learning styles, personality factors, value systems, interests, and previously acquired learning, they will gain an understanding of the factors which facilitate and/or inhibit their pursuit of higher learning. This course also assists learners in developing a portfolio of their learning experiences to be reviewed for college. Dexter Hanley students only: permission of instructor required.

ACADEMIC REGULATIONS

Sequences of Study/Prerequisites

Students enrolled in degree programs in Dexter Hanley College are strongly advised to follow the sequence of studies listed for their chosen major as closely as possible. So students may be assured of having the adequate background for the successful completion of certain courses, prerequisite courses are sometimes listed. The course description in the earlier pages of this Bulletin contain the necessary information on prerequisites. In some cases practical experience may compensate for the lack of prerequisite courses, but such requests for exceptions must be approved by the departmental advisor. Students should also check with their departments for specific scheduling information on course sequences in their major. Since not all required courses are offered each semester, careful planning should be done in advance to assure smooth progress through the degree program.

Hanley College students should consult pages 53-58 of this catalog for academic regulations common to all four undergraduate colleges of the University. They should be aware of the following policies which relate specifically to those enrolled in DHC:

Deans' List

Since many students in Dexter Hanley College are enrolled on a part-time basis, the Deans' List criteria for this school differ somewhat from those described on page 55. Students in DHC may earn Deans' List distinction provided they carry at least two courses (at least 6 credits) during the semester and earn at least a 3.50 G.P.A. with no grade code of NG, I, C-, D+, D, F or U. The Deans' List is published at the end of the fall and spring terms each year.

CAMPUS LIFE

DHC students should consult the Dexter Hanley College Student Handbook for information about such practical matters as I.D. cards, parking permits and opportunities for participation in various aspects of University life. DHC participation in campus government is provided though the Dexter Hanley College Student Government and through Dexter Hanley College representation on the University Senate.

TUITION AND FEES 1998-99

Dexter Hanley College Tuition: (full-time)	$465. per credit
(part-time)	$389. per credit
(all Intersession '98 courses)	$465. per credit
University Fee for Hanley Students: (full-time)	$435. per semester
(part-time)	$ 35. per semester
I.D. Photo	$ 20.
Schedule Change Fee	$ 15.
Health Service Fee (full-time)	$ 65. per semester
Recreational Complex Use Fee (optional for part-time students):	$ 70. per semester
Application Fee for Hanley Students:	$ 20.
Orientation Fee for Hanley Students:	$ 30.
Prior Learning Portfolio Review Fee:	$ 30. per credit
Credit by Exam:	$ 75. per credit
Prerequisite challenge exam:	$ 15.

The orientation fee is refunded only when a student withdraws from the University prior to orientation.

Full time students in Dexter Hanley College who can justify having the recreational, athletic (both parts of the University fee) and health services fee waived, may petition the Dean of DHC in writing for a waiver. This must be done each semester.

Full time students who drop to part time status after the 100% refund deadline will not have an adjustment in tuition and fees for the semester.

Other course and service fees common to all undergraduates are found in this catalog, pg. 26-27.

FAMILY PROGRAM

Whenever at least one dependent child from a family or a spouse is in attendance at the University as a full-time undergraduate student, a special family tuition reduction policy will apply for a parent/spouse enrolled as a full-time student in Dexter Hanley College. The amount of Tuition Credit that will be awarded each semester will be calculated after other financial aid has been applied by the Bursar's Office personnel. Forms and additional information may be obtained from the Bursar's Office or from Dexter Hanley College.

TUITION POLICY FOR SENIOR CITIZENS

Persons 60 years of age or older may audit undergraduate courses at the University through Dexter Hanley College at no tuition charge, on a "space-available" basis. Fees and other costs of courses (e.g., textbooks) are assessed at the normal rate. The student must complete the senior citizen tuition waiver form and the registration process, including returning the remittance form.

Persons 60 years of age or older may take undergraduate courses for credit through Dexter Hanley College at 50 percent tuition. These reductions are applicable only after the person has applied for and received any form of financial assistance normally available (e.g., State and Federal assistance, and employer reimbursement). The student must complete the senior citizen tuition waiver form and the registration process, including returning the remittance form.

Senior citizen students must complete the full application process, including submission of all official transcripts.

FINANCIAL AID FOR DEXTER HANLEY COLLEGE STUDENTS

At the present time Hanley Students are eligible to apply for several forms of Federal and State financial aid. Please refer to page 27-28 for the descriptions of these aid programs. Eligibility for all grant, loans, and institutional aid requires the student to submit the University Application for Scholarship and Financial Aid and the Free Application for Federal Student Aid (FAFSA). The student must also submit signed copies of the tax information for the student and spouse/parent (if required). Priority deadline for incoming students is **May 1st.** Returning students must file by **April 15th.**

In addition to the federal and state financial aid programs, Hanley students are eligible to apply for the following institutional aid programs.

Pennsylvania Higher Education Assistance Agency

DHC students are eligible to apply for PHEAA grants if they are taking six credits a semester.

Pell Grants

DHC students taking at least THREE credits a semester are eligible to apply for federal grants administered under the Pell Grant program.

Dexter Hanley Full-time and Part-time Grants

Full-time and part-time grants are awarded to Hanley College students who demonstrate need, academic progress, and enrollment status of at least six credits. Awards range from $500 to $3,500/yr.

The Eugene J. Donahue Scholarship Award Fund

This award was established in 1997 in memory of John and Ann Donahue by Eugene Donahue, a resident of Clarks Summit and a 1968 graduate of the University of Scranton. The award is for students who show a demonstrated need, and first consideration is given to students residing in Lackawanna County. Recipients must be enrolled in the University's Dexter Hanley College. This scholarship is renewable each year until graduation.

Rev. John J. Fitzpatrick, S.J., Scholarship

This scholarship honors the Rev. John J. Fitzpatrick, S.J., who served the University of Scranton for 22 years in various roles including Dean of Men, Jesuit minister, student counselor, and University chaplain prior to his death in 1987. The scholarship helps students of academic excellence who have demonstrated financial need. Preference is given to students from Northeastern Pennsylvania who are enrolled in Dexter Hanley College. The fund was established through the generosity of Midori Y. Rynn, Ph.D., Professor of Sociology/Criminal Justice.

Dexter Hanley College Student Government Scholarship

This limited tuition scholarship is available only to DHC students with demonstrated financial need, who have completed 45 credits with a 3.00 or higher GPA, and are not eligible for any other financial assistance.

Robert L. McDevitt Scholarship

Income from a fund established in 1977 provides limited tuition scholarship to DHC students. The fund was established by Robert L. McDevitt, a Georgetown University classmate and longtime friend of Father Dexter Hanley, S.J., who served as President of the University from 1970 to 1975.

Newcombe Scholarship for Mature Women

The Charlotte W. Newcombe Foundation provides limited tuition scholarships for mature women students completing their education in preparation for a second career. These scholarships, available to women 25 years of age or older, who have completed at least 60 credits, are available in any of the schools of the University of Scranton, but each year most are awarded to women enrolled in Dexter Hanley College.

New Transfer Student Scholarship

Transfer students who have completed at least 30 credits at their previous institution who intend to pursue full time studies at the University of Scranton are eligible to apply for this award. This is an academic as well as a need based scholarship. The award may be renewed until graduation upon maintenance of required GPA.

Oppenheim Family Award

This fund was established by the Oppenheim Family, who for many years owned and operated Oppenheim's Department Store and its predecessor, The Scranton Dry Goods Co. Income from the fund is used primarily for part-time, non-traditional students who need financial assistance.

The Thomas P. White Award

Mrs. Irene White established this award in honor of the memory of her husband Thomas. It is to be awarded to an education major and a "non-traditional" student, such as a transfer student or an individual returning to school after an absence.

Accounting Scholarship

The Northeast Chapter of the Pennsylvania Society of Public Accountants has endowed a scholarship fund awarding one limited tuition scholarship each year to an accounting major in Dexter Hanley College.

Dexter Hanley College Deans' Scholarship and Loan Fund

The Dexter Hanley College Deans' Scholarship and Loan Fund provides monies for scholarships and loans to allow adult and non-traditional students, who experience unexpected financial difficulties, to complete their education and fulfill personal and professional goals.

Federal Stafford Loan

DHC students are eligible to apply for Stafford Loans if they are taking at least six credits per semester.

SAINT PIUS X SEMINARY

In cooperation with the Diocese of Scranton and its Bishop, The Most Reverend James C. Timlin, D.D., the University offers an academic formation program which leads to a B.A. in Philosophy. Courses are offered, such as, "The Philosophy of Aquinas," "Metaphysics," "Issues in Philosophy and Theology," etc., that especially prepare the seminarian for his future theological studies. In 1976, the University established the Saint Pius X Chair of Theology. Seminary faculty occupy this "teaching" Chair in the department of Theology. These courses provide the seminarian with a basic introduction to the Catholic theological tradition. The Language department, too, offers courses in Latin, biblical Greek and Hebrew.

Bishop J. Carroll McCormick, D.D., then Ordinary of the Diocese of Scranton, responding to the aims and objectives of the National Conference of Catholic Bishops, on July 13, 1970, entered an agreement with the University of Scranton and the diocesan-owned seminary for student candidates to become full-time students of the University, while maintaining residence at the Seminary. At the Dalton campus, the seminarian's academic life is complemented by programs of personal and spiritual development. Through a series of supervised ministerial experiences, the seminarian is introduced to the life of the diocesan priest.

Since the inception of this cooperative agreement, over 300 graduates of the University have been accepted into graduate schools of theology in the United States and Europe. Of that number, some 200 have been ordained for service to the Archdiocese of Washington, and the Dioceses of Allentown, Camden, Harrisburg, Scranton and Trenton, among others.

College seminarians matriculate as full-time students in both the College of Arts and Sciences and Dexter Hanley College. The latter college of the University allows students who already have undergraduate degrees to pursue a two-year pre-Theology program by providing them the opportunity to take courses in Philosophy, Religious Studies (through the Saint Pius X Chair of Theology), and the Classical and Biblical Languages. This special program offers the student the best of both worlds. The seminarian has ready contact with his peers and professors at the University and is able to take advantage of all the educational and developmental resources available on such a campus. At the same time, he has the atmosphere and resources of the seminary formation program at St. Pius X to nurture and promote his vocation to the diocesan priesthood.

Current enrollment includes students representing the Archdioceses of Baltimore and Washington, and the Dioceses of Allentown, and Scranton.

SPECIFIC COURSE REQUIREMENTS

Seminarians in the *four-year college program* normally major in Philosophy and are expected to take the following courses in fulfillment of the general requirements of the Philosophy Department and St. Pius X Seminary. Seminarians enrolled in the *two-year pre-theology program* are required to take the courses listed below that are marked by an asterisk (*):

Philosophy

PHIL 120	Introduction to Philosophy *	PHIL 222	Modern Philosophy *
PHIL 210	Ethics *	PHIL 310	Epistemology *
PHIL 215	Logic	PHIL 311	Metaphysics
PHIL 220	History of Ancient Philosophy *	PHIL 411	Philosophy of Aquinas *
PHIL 221	History of Medieval Philosophy *	PHIL 434	Issues in Phil. & Theo. *

Theology (*St. Pius X Teaching Chair of Theology*)

T/RS 121-122	Theology I-II *	T/RS 222	Introduction to Liturgical Theo. *
T/RS 184C	Inside the Catholic Tradition *	T/RS 215	Early Christian Writers *
T/RS 204	Pauline Letters (available)	T/RS 323	Signs and Symbols (available)
T/RS 230	Moral Theology *		

Communication

ENGL 107	Composition	COMM 100	Public Speaking

Language

LAT 111-112	Elementary Latin *	LAT 211-212	Intermediate Latin (recommended)
GRK 113-114	Biblical Greek *	HB 101-102	Elementary Hebrew (available)
SPAN 101-102	Elementary Spanish (recommended)		

Humanities

HIST 230-231	Medieval History	HIST 323-324	Renaissance and Reformation *

Interdisciplinary

INTD 201-202C Christian Classics *

*Pre-theology program (2 years; 60 credits)

The Graduate School

Robert E. Powell, Ph.D., Dean

The Graduate School offers advanced study in a variety of professional fields as well as in the humanities and sciences. Its students are drawn from throughout Northeastern Pennsylvania, several surrounding states and from over 20 foreign countries. The students are pursuing master's degrees, various types of certifications and personal enrichment.

Master's Degree Programs

The University offers master's degrees in the 20 different programs listed below. Programs for Supervision and teacher's certification are also available.

Business Administration (MBA)	Reading
Human Resources Administration	History
Health Administration (MHA)	English
Rehabilitation Counseling	Chemistry
Community Counseling	Biochemistry
School Counseling	Clinical Chemistry
Elementary Education	Software Engineering
Secondary Education	Physical Therapy (MPT)
Elementary School Administration	Theology
Secondary School Administration	Nursing

Admissions Requirements

Applicants for admission should submit a completed application form, $35 application fee, three letters of reference and official copies of their transcripts. In addition to these requirements, which apply to all programs, individual programs may have special requirements such as test scores, personal interviews or writing samples. Consult the Graduate School catalog for these special requirements.

International students whose native language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). Scores required on this test for admission vary by program. Consult the Graduate School catalog for minimum scores applicable to each program.

All application documents should be on hand in the Graduate School Office at least one month before the intended starting term. Consult the Graduate School catalog for more stringent deadlines for the Counseling, Health Administration and Nursing programs. International students should have their credentials in the Graduate School Office at least three months before the term that they would like to begin their studies. Students may begin their studies in Fall, spring, or summer. Software Engineering and Health Administration students may only begin their studies in the fall semester. Nursing students are only accepted for fall admission in odd-numbered years.

Combined Baccalaureate/Master's Degree Program

Undergraduate students often plan to pursue graduate study either in their undergraduate specialty or in another field of endeavor.

For the undergraduate student whose major field of study is in Accounting, Biochemistry, Chemistry, Computing Sciences, Health Administration/Human Resources, History, or Nursing; who excels within his/her major field of study early in an undergraduate career; and who is positioned to and also desires to pursue advanced study in that field of endeavor, that student may have the opportunity to be admitted to a graduate program prior to obtaining a baccalaureate degree. This allows that student opportunity to pursue graduate coursework in his/her major field while completing the other undergraduate requirements for graduation.

For the undergraduate student who excels, in general, and desires to pursue graduate work in a field of endeavor other than his/her undergraduate major (often in a professional graduate program), that student may have the opportunity to be admitted to that graduate program prior to obtaining a baccalaureate degree in order to undertake graduate coursework at an appropriate time in his/her development (often prior to completing the requirements for the baccalaureate degree).

Departments housing undergraduate programs may allow some graduate coursework to satisfy undergraduate degree requirements (not to exceed 12 credit hours). In participating undergraduate programs, the student's undergraduate program advisor will recommend the undergraduate coursework for which graduate credits may be substituted.

The selection of the graduate coursework, the particular credits to be applied toward an undergraduate degree, and a prospectus of study requires the approval of the student's undergraduate program advisor, the chair of the department housing the student's undergraduate degree program, the graduate program director in the student's academic discipline, the appro-

priate undergraduate program dean, and the dean of the graduate school.

The Combined Baccalaureate and Master's Degree student will be expected to complete his/her baccalaureate degree no later than the semester he/she completes the master's degree. Often, the student entering the combined Baccalaureate and Master's Degree program will complete both programs during a five year time period.

For further information concerning possible participation in the Combined Baccalaureate/Master's Degree Program please refer to the Graduate Catalog of the University of Scranton (or contact the Graduate School - (717) 941-7600). In addition, you may contact

Accounting: Dr. Wayne Cunningham	(717) 941-4387
or Dr. Brian Carpenter	(717) 941-7632
Chemistry, Biochemistry: Dr. Christopher Baumann	(717) 941-6389
or Dr. Joseph Dreisbach	(717) 941-7511
Computing Sciences: Dr. Yaodong Bi	(717) 941-6108
or Prof. Richard Plishka	(717) 941-6111
Health Administration/Human Resources:	
Dr. Marie George	(717) 941-4128
History: Dr. Raymond Champagne	(717) 941-7428
or Dr. Michael DiMichele	(717) 941-7443
Nursing: Dr. Mary Jane Hanson	(717) 941-4060
or Dr. Patricia Harrington	(717) 941-7673

Graduate Assistantships

Approximately 60 graduate assistantships are available each year. Students awarded an assistantship receive a stipend and are entitled to a tuition scholarship.

Applicants for graduate assistantships must have an application for admission form on file in the Graduate School Office. Applications for assistantships must be submitted by March 1. Awards are made on the basis of the student's academic record, experience and promise as a graduate student. International students are not eligible for a graduate assistantship in their first semester.

Graduate students can also apply for GSL Student Loans and Federal Work-Study.

Scheduling

Most classes are offered from 4:30 p.m. - 7:10 p.m., and 7:20 p.m. - 10:00 p.m., Monday through Thursday in the fall and spring terms. Almost all courses meet one night per week. Summer and Intersession classes are also available.

Correspondence

For additional information, please write, call, FAX or visit our web site: http://academic.uofs.edu/department/gradsch/.

Address:

The Graduate School
University of Scranton
Scranton, Pennsylvania 18510 - 4631

Telephone numbers: (717) 941-7600 or 1 - 800-366-4723 (within the U.S.A.)
FAX: (717) 941-4252

Outside the Classroom

Much of a student's education takes place outside the classroom. At the University of Scranton, some of the formal academic learning process takes place off campus in the various internship programs; on campus there are available traditional extracurricular activities. In many instances, these activities merit and receive academic credit. They also provide further means by which potential becomes achievement.

EXTRACURRICULAR ACTIVITIES

THEATRE

The tradition of theatre and dramatics in Jesuit colleges goes back four hundred years. The University of Scranton has played a vital part in that tradition as evidenced by the many theatre professionals who were undergraduates at the University: Pulitzer-Prize winning dramatist Jason Miller; broadway actor and director, Walter Bobbie; director Stan Woyewodski Jr., dean of the Yale School of Drama, and the list goes on.

Today, the University Players, a co-curricular activity of the Department of English, produce a four-show, mainstage season along with a festival of student written plays, and a festival devoted to new student directors. Well over 150 students participate in productions on and off stage each year. The theatre program is housed in a new state-of-the-art facility, complete with a 300-seat mainstage and a studio theatre, scene shop, costume shop, and other support spaces.

The University Players have historically been host to many a prominent guest artist. In 1984, Oscar-winning British actress Glenda Jackson conducted an acting workshop, actor Richard Harris directed a production of *Julius Caesar* in 1988, and Stan Woyewodski spoke at the opening of the theatre facility in 1994 and met with students.

Participation in the Players is open to all students, regardless of major. Interested students should contact the Director of Theatre in the McDade Center for Literary and Performing Arts, Room 103.

DEBATE

The tradition of debate in Jesuit colleges and high schools is also strong at the University of Scranton. The Noel Chabanel Council of Debate gives interested students an opportunity to compete in debate and speech events on the intercollegiate level. University of Scranton debaters travel thousands of miles each year nationwide; the 1988 team took first honors in the finals of the Pennsylvania College Energy Debates.

PUBLICATIONS

The University offers a wide choice of journalism opportunities.

The Aquinas is the weekly All-American campus newspaper and positions are available to all full-time undergraduate students.

Esprit is the award-winning campus literary journal.

History students have the opportunity to have their articles published in *Retrospect,* journal of the Royals Historical Society.

The yearbook, *Windhover,* is annually produced by the students.

THE UNIVERSITY BANDS AND SINGERS

The University Bands & Singers offer extremely high quality instrumental and choral performing ensemble opportunities in a variety of formats ranging from very large ensembles, to small ensemble and solo performing opportunities. Participation is open to any and all interested university students (as well as faculty, staff, and administration) with no individual audition requirement nor enrollment or membership fee, in the finest liberal arts tradition.

The programs of the University of Scranton Bands & Singers include an annual World Premiere Composition Series performance, the only series of its kind in the nation, which has received honor and acclamation from artists throughout the world. It has provided our students with opportunities to work and interact with internationally renowned composers and conductors, and has made significant contributions to the wind and choral repertoires.

The Bands & Singers tradition of guest artists and clinicians has brought to our student musicians and our campus the joyful experience of performing with a long list of musical masters, among them Wynton Marsalis (who was here to accept an honorary doctorate from the University in 1996); George Young; Sam Pilafian and "Travelin' Light"; Robert Starer; Robert Kapilow; Joshua Rosenblum; T. Terry James; members of the New York, Philadelphia, Boston, Minnesota and Dallas Symphony Orchestras and the Lincoln Center Jazz Orchestra; members of the Empire Brass Quintet; and recently deceased composer-in-residence Vaclav Nelhybel, whose long and productive relationship with the University continues to be honored through close cooperation between the University and the Nelhybel Estate.

Hundreds of students participate in the ensembles every year, and are achieving their performance goals in the musical ensemble of their choice. Performance opportunities for university students who play stringed instruments are available on campus through a special relationship with the Sinfonia Youth Orchestra. For more information on any of the program offerings of

the University Bands & Singers please call Cheryl Y. Boga, Musical Director, or Frank Torquato, Assistant Director, at (717) 941-7624.

STUDENT CLUBS

American College of Health Care Administration (ACHCA) Student Association
Biology Club
Business Club
Political Science Club
Ski Club
Pre-Law Society
Social Science Club
Physical Therapy Club
Computer Science Club
Communications Club
Veterans Club
India Club
Philosophy Forum
Student Education Association
Horticulture Club
Psychology Club
Schrodinger Chemical Society
International Students Association
College Democrats
College Republicans
Rangers Club
Royal Battalian Drill Team/Color Guard
Bowling Club
Women's Business Honor Society
Nursing Association
University Singers
Society for Advancement of Management
Human Resources Association
Health Administration Association
History and Public Affairs Society
Students for Life

A Club of the Year Award is annually presented to that student organization which most clearly exemplifies the University spirit, through educational and social activities for club members and the University community. Winner of the Award for the past three years has been the Physical Therapy Club.

ATHLETICS

The University is a Division III member of the National Collegiate Athletic Association (NCAA), the Middle Atlantic States Collegiate Athletic Conference (MAC), and the Eastern College Athletic Conference (ECAC).

MEN'S VARSITY SPORTS

Basketball
Baseball
Tennis
Wrestling
Swimming
Cross Country
Golf
Soccer
Lacrosse
Ice Hockey

WOMEN'S VARSITY SPORTS

Field Hockey
Tennis
Basketball
Volleyball
Softball
Cross Country
Soccer
Swimming

ACADEMIC ALL-AMERICANS

The student-athlete ethic expressed in the NCAA Division III is epitomized by the University of Scranton's athletic department, whose present and former athletes trail histories of success on the field of competition and in the classroom.

The Lady Royals and Royals have continued into the 1990's a legacy of achievement that was unequaled during the past decade. In the past 18 years, 32 individual Academic All-Americans were honored and 12 NCAA Postgraduate Scholarships were issued. All-American honors were earned by individuals on 30 occasions; 11 individual conference champions were crowned; 49 teams won Middle Atlantic Conference titles, while 42 teams and 16 individuals qualified for NCAA postseason play.

1997 graduate, Jennifer Nish, was elected to the GTE Academic All-America team three straight years. Nationally ranked tennis sensation Clay Yeager was a GTE team member in spring of 1994, '95 and '96. In 1993, Matt Cusano, a senior center on the Royals basketball team, was elected to the Academic All-America first team. The women's swim team and the men's and women's cross country teams were also honored with national Academic All-America team awards.

A WINNING TRADITION

The Royals and Lady Royals athletic teams enjoy success in nearly all 18 varsity programs. Particularly noteworthy are the men's and women's soccer and basketball teams, who perennially challenge for conference and NCAA national honors. Included in the gold and silver medal count are: NCAA national basketball championships for the Royals in 1976 and 1983; a Lady

Royals national basketball title in 1985 and third place finishes in 1980, '87, and '93; four consecutive trips to the men's Final Four soccer tournament (1980-83); and four trips in eight seasons to the NCAA tournament for the Lady Royals soccer team. In 1992, the men's basketball team reached the 1000th victory mark in the 79-year history of the program.

Individually, the Lady Royals basketball team promoted two players, Deanna Kyle (1985) and Shelley Parks (1987), to Player of the Year honors. Also receiving honors on the women's side were: three-time soccer All-American Holly Spiech (1988-90), and second all-time scorer, Monica Davidson (1989); swimmers Cathy Hadley and Marilyn Bogusch, national qualifiers, with Bogusch earning All American honors; and basketball All-Americans Laura Pikulski (1992), Lynne Kempski (1993), Jackie Dougherty (1994), and Jennifer Nish (1995, 1996).

The Royals soccer program heads the All American count with 10 overall, including midfielder Joe Schmidt's election in fall 1993. Also in 1993, basketball added two more All-Americans to its count, center Matt Cusano (first team) and guard Jason Hoppy (second). In golf, Will Carey III won All American honors in 1988.

Middle Atlantic Conference titles were won recently in: men's basketball (1991, '93); women's soccer (1989, '90, '91, '92, '93, '94, '95, '96); women's softball (1990 and '91); women's tennis (1990, '92, '94); and the Lady Royals basketball team won a conference record eleventh championship, and fourth in seven seasons, in 1996. The women's swim team has had back-to-back unbeaten seasons, capturing the 1995 and '96 MAC team titles. Christine Lubrano and Erin Kenney were named the 1995 Co-Most Outstanding Swimmers.

INTRAMURALS AND PHYSICAL EDUCATION

A year-long intramural program is in operation in the John Long Center and the new William J. Byron Recreation Complex, as well as activities outdoors. For the additional sports available in the Physical Education program, see the description given in the Departmental listing earlier in this bulletin.

STUDENT LIFE

STUDENT AFFAIRS—The Student Affairs division is primarily concerned with extra-curricular and co-curricular experiences as they contribute to the overall development of students. Services, programs and activities are offered for and with students in order to assist students to maximize their growth and development during the collegiate experience.

Student Affairs, as a professional field within higher education draws upon the human development movement and, more specifically, student development theory. One theorist who has made a major impact on student development theory and student affairs work is Arthur Chickering, author of a seminal work in student development entitled *Education and Identity*, published in 1969. Chickering defined seven "vectors of development." These vectors outlined the manner in which Chickering theorized that college students grew and developed during the college years.

The vectors included Achieving Competence (intellectual, physical/manual and social/interpersonal); Managing Emotions; Becoming Autonomous; Establishing Identity; Freeing Interpersonal Relationships; Clarifying Purposes, and Developing Integrity.

Specifically, Student Affairs at the University of Scranton concerns itself with providing programs and activities that promote student development. The work of student affairs takes place in the counselor's office and the classroom, on the athletic field or court, in meeting rooms and residence halls, through student organizations, and in a host of informal settings across the campus.

Student development is the joint responsibility of the student and the University. Both must be concerned with the development of individuals and of the student body. In the final analysis, this is the responsibility of the University as an educational setting and of students as an important component of that educational environment. They are both resources and end-products of the University's work.

The following areas or offices perform specific work in relation to the goals and objectives of the Student Affairs division.

CAMPUS MINISTRY — As a Catholic institution, the University of Scranton is dedicated to promoting continued growth in personal maturity and freedom, especially as religious believers and persons dedicated to service of the human family. The specifically spiritual ministry of the entire University community is coordinated by the office of Campus Ministry assisted by the Jesuits, other clergy, University staff members and students themselves. Regular daily and Sunday liturgies and other special services are conducted in the Madonna della Strada chapel, St. Ignatius chapel, and in the dormitories. Spiritual counseling is available from the staff and the Jesuits, especially the Dormitory Counselors. These people make available their training, experience, and friendship to promote greater self awareness, maturity, integration, and ability to pray, as well as to identify obstacles to these and other goals.

Persons seeking time for quiet reflection, directed prayer or an experience of Christian community are invited to participate in frequent programs at nearby Chapman Lake. Campus Ministry also sponsors lectures and discussions on vital issues, organizes special events to heighten religious awareness, assists in services to the larger community, and is responsible to act as spokesman for justice within the University. In conjunction with Rev. Rees Warring of Elm Park Methodist Church and other local non-Catholic clergy, students of non-Catholic faiths are encouraged to help plan an expansion of services to themselves.

COUNSELING CENTER – The Counseling Center serves all students of the University in the personal and interpersonal dimensions of their lives. Located on floor 2F of the Gallery Building, the Center offers individual and group counseling concerning a variety of issues such as: dating, family relationships, depression, anxiety, grieving, self-esteem and self-image, eating disorders, sexual abuse or harassment, drug and alcohol concerns, stress management, assertiveness training, major and career decision-making, and values clarification.

The Center also serves as a liaison with other offices and agencies (both on and off campus) regarding academic, career, and mental health-related concerns. In addition, the Counseling Center offers outreach programs to enhance the lives of students and to reduce impediments to achieving their full potential.

The Counseling Center staff includes psychologists, certified counselors, and a licensed social worker. Interviews are on a voluntary basis, confidential, and without charge to the student. The Center is open Monday through Friday from 8:30 a.m. to 4:30 p.m. Later evening sessions are available Monday through Thursday by appointment only. In addition, emergency crisis intervention is available from September through May (while classes are in session) on a 24-hour basis via contacting Public Safety (941-7777) to access the counselor-on-call. Stop by the Counseling Center or call (717) 941-7620 to make an appointment.

WELLNESS CENTER — The mission of the Wellness Center, with the help of numerous campus departments, is to help individuals lead better lives. By relating programs to the six dimensions of Wellness -- Physical, Intellectual, Emotional, Spiritual, Occupational, and Social -- the Wellness Center assists in the creation of lifestyles that facilitate health and well-being.

Additionally, the Wellness Center coordinates the DICE, SART and HIV/AIDS peer education programs to educate the campus community on issues related to alcohol and other drugs, sexual assault and HIV/AIDS.

The Wellness Center is located in the Roche Wellness Center at 1130 Mulberry Street (top of campus). The Center is open Monday through Friday from 8:30 a.m. to 4:30 p.m. and evenings by appointment (717) 941-4253.

THE CAS ACADEMIC ADVISING CENTER — The Academic Advising Center, located in 309 St. Thomas Hall, serves all freshmen in the College of Arts and Sciences. Staffed by faculty advisors from a wide variety of disciplines, the Academic Advising Center offers a comprehensive program of academic advising throughout the freshman year. In addition to individual advising, the Academic Advising Center also offers specialized Freshman Seminars for students in the general areas of Humanities, Natural Science, and Social Science. Faculty advisors are available to students from 8:30-4:30 Monday through Friday; they provide assistance with orientation, preregistration, drop-add, general education course selection, declaration and change of major, and assessment of academic performance and goals.

PANUSKA COLLEGE ACADEMIC ADVISING CENTER — The Academic Advising Center, located on the third floor of Leahy Hall, currently serves freshmen, sophomores and juniors in the Panuska College. Staff are available, during the academic year, Monday through Friday from 8:30 a.m. to 4:30 p.m., to provide individual assistance with academic advising, registration, assessment of academic performance and career goals. The Center also works closely with other campus resources to provide comprehensive advisement opportunities. Senior students are advised by departmental advisors, but are welcome to use some of the services offered by the center.

THE SOM ACADEMIC ADVISING CENTER — The Academic Advising Center, located in O'Hara Hall Suite 406, serves all students in the School of Management. Staff advisors are available from 8:30 a.m. to 4:30 p.m., Monday through Friday, to provide assistance with pre-registration, major and general education course selection, and assessment of academic performance and goals. The Advising Center works closely with other campus resources to provide comprehensive advising services.

THE LEARNING RESOURCES CENTER — The Learning Resources Center is located on the main floor of Alumni Memorial Hall. The LRC was established to help students accomplish their academic goals at the University. The LRC provides services to supplement those offered in the classroom. The Center is staffed by professional staff and peer tutors. LRC staff, utilizing individualized, group, and computer-assisted instruction, provide assistance with oral and written communication skills, study skills, critical thinking skills, academic evaluation and study help in specific courses. Academic services are available for diagnosed learning disabled students. A Reading Specialist is also on staff for testing and consultation. Assistance is available on a drop-in or referral basis. Services are provided to students with learning disabilities in compliance with section 504 of the Rehabilitation Act.

CAREER SERVICES — is located on the second floor of the Gallery and is open from 8:30 AM - 6:30 PM Monday through Thursday and from 8:30 AM - 4:30 PM on Friday. Career Services staff advise students on career development issues, assist students and graduates in securing employment, and help students plan for further academic work following graduation. The office also conducts the on-campus employment interview program, administers the accounting internship program, and helps in locating off-campus part-time employment and internship opportunities through its Career Experience program.

During the academic year, the office presents workshops on resume/interview preparation and career planning. A career library containing occupational information and graduate school catalogs is also available. Additional information is available through our home page at http://academic.uofs.edu/department/ocs/.

University Directory

Principals at the news conference announcing the election of Rev. Joseph M. McShane, S.J., as University president. From left: Richard H. Passon, Ph.D., academic vice president and provost; outgoing president Rev. J.A. Panuska, S.J.; Father McShane; and Gerald P. Tracy, M.D., '63, chairman of the Board of Trustees

Crucial to the fulfillment of the University's mission is its dedicated corps of faculty and staff, who work together to provide a stimulating and supportive environment for student achievement.

Officers of the University Corporation

Joseph M. McShane, S.J., President
Marilyn Coar, Secretary
David E. Christiansen, Treasurer

BOARD OF TRUSTEES

Rev. Michael G. Boughton, S.J.
John E. Brennan
Christopher M. Condron
Rev. Vincent M. Cooke, S.J.
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Louis DeNaples
Joseph T. Doyle
Rev. Patrick F. Earl, S.J.
Michael Fairbanks
William H. Finn
Sr. Margaret Fleming, S.S.J.
Rev. Gerald P. Fogarty, S.J.
Kathleen Graff
Cecelia Haggerty
David W. Hawk
Peter F. Hurst, Jr., Esq.
Jerome W. Jordan, M.D.
Barbara M. Karper
Herbert B. Keller, S.J.
Brendan G. Lally, S.J.
Edward R. Leahy, Esq.
Claude R. Martin, Jr.
Frank J. McDonnell, Esq.
Rev. Joseph M. McShane, S.J.
Peter F. Moylan
Robert G. Nesbit
R. Barrett Noone, M.D.
Vincent T. O'Keefe, S.J.
Sen. Michael A. O'Pake, Esq.
Rev. Joseph G. Quinn
Harold E. Ridley, S.J.
Madeleine Robinson
Susan M. Swain
Jennifer Taylor
Jerry J. Weinberger, Esq.
David J. Williams

ADMINISTRATION

President of the University (1998)
Joseph M. McShane, S.J. (1998)
Professor, Theology (1998)
A.B., A.M., Boston College
M.Div., S.T.M., Jesuit School of Theology
Ph.D., The University of Chicago

Provost and Vice President for Academic Affairs (1984)
Richard H. Passon, D. et U.* (1964)
Professor, English (1984)
A.B., King's College;
M.A., Ph.D., University of Notre Dame

Vice President for Finance/Treasurer (1987)
David E. Christiansen (1987)
B.S., M.B.A., LaSalle University

Vice President for Institutional Advancement (1983)
Robert J. Sylvester (1983)
B.S., University of Scranton;
M.A., Fairfield University

Vice President for University Ministries (1976) and University Chaplain (1989)
Thomas D. Masterson, S.J., D. et U.* (1976)
Assistant Professor, History/Political Science (1976)
A.B., M.A., Fordham University;
Ph.L., S.T.B., S.T.L., Woodstock College;
M.A., Ph.D., Georgetown University

Vice President for Student Affairs (1988)
James T. Bryan (1988)
BS., State University of New York at Fredonia;
M.A., Michigan State University;
Ed.D., Columbia University

Dean, College of Arts and Sciences (1997)
Joseph H. Dreisbach D. et U.* (1978)
Professor, Chemistry (1989)
B.A., LaSalle University;
M.S., Ph.D., Lehigh University

Executive Director, Office of Urban and Government Affairs (1997)
Glenn Pellino (1980)
B.A., M.A., St. Louis University;
Ph.D. Cand., University of Michigan

Dean, Dexter Hanley College, Director of Instructional Development and of Learning Resources Center (1986)
Shirley M. Adams (1986)
Associate Professor, Education (1996)
B.A., University of Northern Iowa;
M.A., University of Iowa;
Ph.D., Iowa State University

Dean, Graduate School and Director of Research (1995)
Robert E. Powell (1995)
Professor of Mathematics (1995)
B.A., M.A., Michigan State University
Ph.D., Lehigh University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

Associate Provost for Enrollment Mangement (1997)
Susan Grogan Ikerd (1997)
B.A., M.A., Austin Peay State University

Associate Provost for Information Resources (1996)
Jerome DeSanto, D. et U.* (1979)
B.S., M.B.A., University of Scranton

Special Assistant to the President (1987)
Rev. William Hill, S.J., D. et U. * (1946-47, 1969)
Professor, English (1969)
A.B., Georgetown University;
Ph.L., Woodstock College;
M.A., Ph.D., Fordham University

Dean, School of Management (1997)
Ronald D. Johnson (1997)
Professor, Mgmt/Mkt (1997)
B.S., M.B.A., D.B.A., Indiana University

Dean, J.A. Panuska, S.J. College
of Professional Studies(1991)
James J. Pallante (1991)
Professor, Health Administration and
Human Resources (1991)
Professor, Education (1994)
B.A., La Salle University;
M.S., Temple University;
M.A., Glassboro State College;
Ed.D., Rutgers University

Associate Vice President for Operations, (1988)
Martin L. Langan, D. et U. * (1974)
B.S., M.B.A., University of Scranton

General Counsel (1995)
Abigail Byman (1995)
B.A., Carleton College;
J.D., University of Denver

Registrar (1996)
Robert Fetterhoff (1996)
B.A., Fordham University

Director of Human Resources (1996)
Darrell Frederick, SPHR (1996)
B.S., Penn State University

Assistant Vice President for Finance (1993)
Edward Steinmetz, C.P.A. (1991)
B.S., University of Scranton

Associate Dean, College of Arts and Sciences (1986)
Director, Academic Advising Center (1987)
Director of Medical School Placement (1996)
Mary F. Engel (1986)
Associate Professor, English (1986)
B.A., St. Bonaventure University;
L.L., Katholieke Universiteit te Leuven;
Ph.D., Kent State University

Associate Dean of J.A. Panuska, S.J., College of Professional Studies (1998)
Georgia L. Narsavage, R.N. (1984)
Associate Professor, Nursing (1993)
B.S.N., University of Maryland;
M.S.N., College Misericordia;
Ph.D., University of Pennsylvania

Director of Library (1992)
Charles E. Kratz (1992)
B.A., M.A., University of Notre Dame;
M.L.S., University of Maryland

EMERITI

George V. Babcock, M.B.A.
D. et U.* (1963)
Associate Dean, SOM
Department of Economics/Finance

Thomas N. Beckish, M.S.
(1964)
Counselor/SOM Advising Center
Assistant Professor, Psychology

John R. Gavigan, A.B.
D. et U. * (1950)
Vice President for Student Affairs

John S. Flanagan, M.S.
D. et U. * (1974)
Vice President for Administrative Services

Zim E. Lawhon, M.S.
D. et U. * (1964)
Department of Military Science
Registrar

Bernard R. McIlhenny, S.J., M.A., S.T.B.
D. et U.* (1958)
Dean of Admissions

J.A. Panuska, S.J.
D. et U.* 1982-1998
University President

Robert T. Ryder, M.B.A.
D. et U. * (1946)
Vice President for Finance/Treasurer

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FACULTY

PROFESSORS EMERITI

Panos Apostolidis, Ph.D.
(1977-1989)
Department of Management/Marketing

Martin D. Appleton, Ph.D.
D. et U. * (1955-1988)
Department of Chemistry

John J. Baldi, M.S.S.W., D.S.S.
D. et U. * (1948-1981)
Department of Sociology

Richard J. Bourcier, Ph.D.
D. et U. * (1968-1993)
Department of Foreign Languages and Literatures

Edward J. Capestany, Ph.D.
D. et U.* (1968-1996)
Department of Philosophy

Frank A. Cimini, M.A.
D. et U. * (1941-1985)
Department of Foreign Languages and Literatures

John J. Clarke, Ph.D.
(1986-1995)
Department of Communication

James J. Cunningham, Ed.D
D. et U. * (1968-1997)
Department of Counseling/Human Services

Francis H. Curtis, M.Ed.
D. et U. * (1966-1993)
Department of Education

Joseph C. Dougherty, Ph.D.
D. et U. * (1967-1991)
Department of History/Political Science

Joseph T. Evans, Ph.D.
D. et U. * (1953-1993)
Department of Biology

A. John Giunta, Ph.D.
D. et U. * (1960-1993)
Department of Economics/Finance

Joseph M. Hamernick, S.J., S.T.B., M.A.
D. et U. * (1970-1993)
Department of Communication

William B. Hill, S.J., S.T.L., Ph.D.
D. et U. * (1946-1947, 1969-1983)
Department of English

Daniel J. Houlihan, J.D.
D. et U. * (1947-1985)
Department of Accounting

Anne J. Jones, M.A.
D. et U. * (1967-1987)
Department of Fine Arts (1975-1986)

Helen P. Kelly, M.S.
D. et U. * (1959-1980)
Assistant Librarian

Raymond L. Kimble, Ed.D.
D. et U. * (1973-1993)
Department of Education

Lawrence J. Lennon, Ph.D.
D. et U. * (1946-1974)
Department of Psychology

Marianne McTighe, M.S.
D. et U. * (1946-1986)
Associate Librarian

John J. Murray, Ph.D.
D. et U. * (1957-1988)
Department of English

Mildred A. Norton, M.S.
D. et U. * (1946-1988)
Associate Librarian

Andrew W. Plonsky, M.S., E.E.
D. et U. * (1947-1980)
Department of Math/Computer Science

Edward R. Powers, S.J., M.A., S.T.L.
D. et U.* (1955-1985)
Department of Math/Computer Science

John J. Quinn, S.J., Ph. D.
D. et U. * (1956-1992)
Department of English

Edward J. Rielly, Ph.D.
D. et U. * (1971-1997)
Department of Sociology/Criminal Justice

Henry V. Sattler, C.SS.R.
D. et U. * (1967-1988)
Department of Theology

Angelina T. Scardamaglia, M.S.
D. et U. * (1947-1978)
Assistant Librarian

Cheng Hwa Siao, M.A., M.S.L.S.
D. et U. * (1969-1993)
Associate Librarian

John K. Stout, Ed.D.
D. et U. * (1966-1997)
Department of Health Administration/Human Resources

Bernard D. Williams, M.A.
D. et U. * (1962-1997)
Department of History/Political Science

John C. Williams, M.S.
D. et U. * (1964-1990)
Department of Education

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PROFESSORS

Edwin Merrill Adams (1992)
Assistant Professor, Biology (1992)
B.S., The Citadel;
Ph.D., Medical University of South Carolina

Brad A. Alford (1989)
Associate Professor, Psychology (1993)
B.A., Millsaps College;
M.A., Ph.D., University of Mississippi

Barry R. Anderson, D. et U. * (1974)
Associate Professor, Biology (1980)
B.S, State University of New York at Fredonia;
M.S., Ph.D., Lehigh University

Scott Bader-Saye (1997)
Assistant Professor, Theology/Religious Studies (1997)
B.A, Davidson College;
M.Div., Yale Divinity School;
Ph.D. Cand., Duke University

Patricia A. Bailey, R.N. (1983)
Professor, Nursing (1995)
B.S.N., Ed.M., Ed.D., Columbia University

Harold W. Baillie D. et U.* (1978)
Professor, Philosophy (1993)
A.B., Yale University;
M.A., Ph.D., Boston College

Thomas E. Baker, D. et U. * (1975)
Assistant Professor, Sociology/Criminal Justice (1975)
B.S., M.S., Virginia Commonwealth University;
M.Ed., M.S., East Stroudsburg University

Subramanian Balakrishnan (1992)
Associate Professor, Management/Marketing (1998)
B.S., Indian Institute of Technology, Madras;
Ph.D., University of Pittsburgh

Galen L. Baril, D. et U. * (1975)
Associate Professor, Psychology (1985)
B.A., University of Nevada;
Ph.D., University of Maine

Carolyn E. Barnes (1988)
Professor, Physical Therapy (1988)
Chairperson, Department of Physical Therapy (1988)
B.A., Fairmont State College;
M.S., West Virginia University;
Certificate in Physical Therapy,
D.T. Watson School of Physiatrics;
Ph.D., University of Pittsburgh

Christopher Baumann (1984)
Professor, Chemistry (1998)
B.S., Oregon State University;
Ph.D., University of Florida

Rebecca S. Beal (1983)
Professor, English (1995)
A.B., Westmont College;
M.A., University of Chicago;
Ph.D., University of Texas

John Begley, S.J. (1985)
Associate Professor, Theology/Religious Studies (1985)
A.B., M.A., Boston College;
Ph.L., S.T.L., Weston College;
S.T.D., Gregorian University

John A. Beidler, C.D.P., D. et U. * (1964)
Professor, Computing Sciences (1976)
A.B., King's College;
M.A., Lehigh University;
Ph.D., Pennsylvania State University

Paul R. Beining, S.J., D. et U. * (1949-1951, 1967)
Professor, Biology (1974)
B.S., Ph.L., Spring Hill College;
S.T.L., Woodstock College;
M.S., Ph.D., The Catholic University of America

George W. Bellah, III (1995)
Assistant Professor, English (1995)
B.F.A., Northern Kentucky University;
M.F.A., University of North Carolina at Greensboro

J. Brian Benestad, D. et U.* (1976)
Professor, Theology/Religious Studies (1989)
A.B., Assumption College;
S.T.L., Gregorian University;
Ph.D., Boston College

W. Andrew Berger (1989)
Associate Professor, Physics/Electrical Engineering (1994)
M.S., Technical University of Poznan, Poland;
M.S., Ph.D., Drexel University

Robert M. Bessoir, D. et U. * (1968)
Professor, Physical Education (1994)
B.S., University of Scranton;
M.S., East Stroudsburg University

Yaodong Bi (1991)
Associate Professor, Computing Sciences (1997)
B.S., M.S., Northeast University of Technology
Shenyang, People's Republic of China;
Ph.D., University of Illinois

Gerald Biberman (1981)
Associate Professor, Management/Marketing (1987)
Chairperson, Management/Marketing (1992)
B.A., M.A., Ph.D., Temple University

David W. Black (1984)
Professor, Philosophy (1994)
B.A., Northern Illinois University;
M.A., Ph.D., Pennsylvania State University

Mrigen Bose, D. et U. * (1968)
Associate Professor, Economics/Finance (1977)
B.S., Patna University;
M.A., M.A., University of Calcutta;
M.S., University of Kentucky;
Ph.D., University of Utah

Lori A. Bruch (1995)
Assistant Professor, Counseling and Human Services (1997)
B.S., M.Ed., Pennsylvania State University;
M.S., The University of Wisconsin-Stout;
Ed.D. George Washington University

Alan L. Brumagim (1990)
Associate Professor, Management/Marketing (1996)
B.B.A., Pennsylvania State University;
M.B.A., Ph.D., Temple University

James P. Buchanan, D. et U.* (1977)
Associate Professor, Psychology (1981)
Chairperson, Department of Psychology (1993)
B.A., The Johns Hopkins University;
M.A., Ph.D., University of California, Los Angeles

David Buckley (1991)
Assistant Professor, History (1995)
B.A., M.A., University College, Cork
Ph.D., Boston College

Paul T. Buonora (1995)
Assistant Professor, Chemistry (1995)
B.S., M.S., Indiana University of Pennsylvania;
Ph.D., University of Virginia

Cynthia Cann (1997)
Assistant Professor, Management/Marketing (1997)
B.S., M.B.A., University of Scranton
Ph.D., Binghamton University

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Michael C. Cann, D. et U. * (1975)
Professor, Chemistry (1988)
B.A., Marist College;
M.A., Ph.D., State University of New York at Stony Brook

Joseph M. Cannon, D. et U. * (1959)
Professor, Education (1997)
B.S., University of Scranton;
M.Ed., Doctoral Studies, Pennsylvania State University
Licensed Psychologist

J. Timothy Cannon (1981)
Professor, Psychology (1997)
B.S., University of Scranton;
Ph.D., University of Maine

Robert Jeffrey Cantrell (1995)
Assistant Professor, Education (1995)
B.S., M.Ed., Ed.D., University of Virginia

Michael D. Carey D. et U.* (1978)
Professor, Biology (1990)
B.A., Wittenberg University;
M.A., Ph.D., Indiana University

Brian Carpenter, C.M.A. (1987)
Professor, Accounting (1998)
Chairperson, Accounting (1992)
M.B.A., University of Scranton
B.S., Ph.D., The Pennsylvania State University;

Dona Carpenter, R.N. (1985)
Associate Professor, Nursing (1993)
B.S.N., College Misericordia;
M.S.N., Villanova University;
M.Ed., Ed.D. Columbia University

Maureen T. Carroll (1995)
Assistant Professor, Mathematics (1995)
B.A., B.S., Ph.D., Lehigh University

Shani D. Carter (1998)
Assistant Professor, Health Administration/Human Resources (1995)
B.A., M.S., Ph.D., Cornell University

Ellen Miller Casey, D. et U. * (1969)
Professor, English (1981)
B.S., Loyola University, Chicago;
M.A., University of Iowa;
Ph.D., University of Wisconsin

Stephen J. Casey, D. et U. * (1969)
Associate Professor, Theology/Religious Studies (1981)
A.B., Iona College;
M.A., Marquette University

Timothy K. Casey (1987)
Professor, Philosophy (1996)
B.A., Loras College;
M.A., University of Pittsburgh;
M.A., Ph.D., Duquesne University

Raymond W. Champagne, Jr., D. et U. * (1967)
Professor, History (1981)
A.B., Providence College;
M.S., Duke University;
Ph.D., Loyola University, Chicago

Leonard Champney (1979)
Professor, Political Science (1992)
Chairperson, Political Science (1998)
B.S., University of Texas, El Paso;
Ph.D., Rutgers University

Satya P. Chattopadhyay (1990)
Associate Professor, Management/Marketing (1997)
B.M.E., Jadaupur University;
P.G.D.M., Indian Institute of Management, Calcutta;
Ph.D., Virginia Polytechnic Institute and State University

Ying I. Chien (1979)
Associate Professor, Operations and Information Management (1979)
B.S., National Taiwan University;
M.S., University of Manitoba;
Ph.D., University of Kentucky

Jafor Chowdhury (1987)
Associate Professor, Management/Marketing (1993)
M. Comm., B. Comm., Dacca University;
M.B.A., Dalhousie University;
Ph.D., Temple University

Joseph F. Cimini (1980)
Associate Professor, Sociology/Criminal Justice (1994)
B.A., University of Scranton;
J.D., Columbus School of Law,
The Catholic University of America

Thomas M. Collins (1989)
Associate Professor, Counseling and Human Services (1998)
B.S., Kutztown University;
M.L.S., Rutgers University;
Ed. M., Temple University;
Ph.D., State University of New York at Albany
Licensed Psychologist
National Certified Counselor

Joseph W. Connolly (1983)
Professor, Physics/Electrical Engineering (1992)
B.S., University of Scranton;
M.S., University of Illinois;
Ph.D., Pennsylvania State University

Willis M. Conover D. et U.* (1978)
Professor, History (1993)
B.A., B.S., Pennsylvania State University;
M.S., Ed.D., Montana State University

John R. Conway (1985)
Associate Professor, Biology (1985)
B.S., Ohio State University;
M.A., Ph.D., University of Colorado

Barbara Cozza (1997)
Assistant Professor, Education (1997)
B.F.A., M.S., Hunter College
Ph.D., Fordham University

Frank P. Corcione (1978-1979, 1982)
Associate Professor, Economics/Finance (1982)
B.A., Moravian College;
M.A., Ph.D., Lehigh University

Wayne H.J. Cunningham (1987)
Associate Professor, Operations and Information Management (1987)
B.S, M.B.A., Ph.D., Pennsylvania State University

Ronald W. Deitrick (1998)
Associate Professor, Physical Education (1998)
A.B., Villanova University
M.S., University of Utah
Ph.d., University of Maryland

Michael D. DeMichele, D. et U. * (1967)
Professor, History (1974)
Chairperson, Department of History (1976)
B.S., University of Scranton;
M.A., Ph.D., Pennsylvania State University

Vito DelVecchio, D. et U. * (1969)
Professor, Biology (1977)
B.A., University of Scranton;
M.S., St. John's University;
Ph.D., Hahnemann Medical College Graduate School

Jones DeRitter (1990)
Associate Professor, English (1995)
A.B., Oberlin College;
M.A., Ph.D., University of Virginia

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Linda H. Desmond, R.N. (1987)
Assistant Professor, Nursing (1990)
R.N., Beebe Hospital School of Nursing;
B.S.N., Cedar Crest College;
M.S.A.N., University of Delaware;
Ed.D., Columbia University

Trudy A. Dickneider (1984)
Professor, Chemistry (1997)
B.A., M.A., St. Joseph's College;
Ph.D., University of Miami

Mary Jane DiMattio (1993)
Instructor, Nursing (1993)
B.S., University of Scranton;
M.S.N., Villanova University

Anthony J. DiStefano, D. et U. * (1968)
Associate Professor, Physics/
Electrical Engineering (1977)
B.E.E., Brooklyn Polytechnic Institute;
M.A., Columbia University;
Ph.D., Stevens Institute of Technology

Roy Palmer Domenico (1997)
Assistant Professor, History (1997)
B.A., University of Wisconsin;
M.A., University of Connecticut;
Ph.D., Rutgers University

Steven T. Dougherty (1992)
Associate Professor, Mathematics (1997)
B.S., University of Scranton;
M.S., Ph.D., Lehigh University

Katie S. Duke (1985)
Associate Librarian (1990)
B.A., California Baptist College;
M.L.S., University of Oklahoma;
M.S., University of Scranton

Josephine M. Dunn (1988)
Associate Professor, History (1998)
B.A., B.F.A. University of Houston;
M.A., Ph.D., University of Pennsylvania

John J. Dunstone, D. et U. * (1966)
Professor, Psychology (1974)
B.S., Pennsylvania State University;
M.S., Ph.D., University of Massachusetts

Michael Dutko (1985-1989, 1991)
Associate Professor, Mathematics (1993)
B.S., Pennsylvania State University;
A.M., University of Michigan;
Ph.D., Pennsylvania State University

Kathleen G. Dwyer (1988)
Associate Professor, Biology (1993)
B.S., East Stroudsburg University;
M.A., Ph.D., Princeton University

Gary E. Eichelsdorfer, D. et U. * (1965)
Associate Professor, Mathematics (1979)
A.B., Gannon College;
M.A., University of Detroit

Laura Helene Ellis (1994)
Assistant Professor, Accounting (1994)
B.A., Carroll College;
M.Acc., University of Montana;
Ph.D. Cand., University of Oregon
Certified Public Accountant

Lee Ann Eschbach (1986)
Associate Professor, Counseling and Human
Services (1995)
B.S., M.S., Ph.D., Washington State University

Paul Fahey, D. et U. * (1968)
Professor, Physics/Electrical Engineering (1978)
B.S, University of Scranton;
M.S., Ph.D., University of Virginia

Matthew J. Fairbanks, D. et U. * (1960)
Professor, Philosophy (1970)
B.S., M.A., Loyola University, Chicago;
Ph.D., University of Notre Dame

Marian Farrell, R.N. (1990)
Associate Professor, Nursing (1995)
B.S.N., M.S.N., College Misericordia;
M.S., Syracuse University
Ph.D., Adelphia University

Joseph A. Fennewald (1992)
Assistant Librarian II/Reference Librarian (1994)
B.A., University of Missouri;
M.S.W., University of Kansas;
M.L.S., University of Missouri (School of Library and
Informational Science)

Anthony Ferzola (1990)
Associate Professor, Mathematics (1990)
B.A., Queens College;
M.A., Ph.D., New York University

Mary Anne Foley, C.N.D. (1991)
Associate Professor, Theology and Religious Studies
(1997)
B.A., Sacred Heart University;
M.T.S., Weston School of Theology;
M. Phil., Ph.D., Yale University

Daniel V. Fraustino (1982)
Professor, English (1991)
B.A., University at Buffalo;
M.A., San Diego State University;
Ph.D., Binghamton University

Brigid Curtin Frein (1988)
Associate Professor, Theology/Religious Studies (1994)
Chairperson, Department of Theology/
Religious Studies (1995)
B.A., Gonzaga University;
Ph.D., St. Louis University

Michael Friedman (1991)
Associate Professor, English (1995)
B.A., Tulane University;
M.A., Ph.D., Boston University

David O. Friedrichs, D. et U.* (1977)
Professor, Sociology/Criminal Justice (1991)
A.B., University College of New York;
M.A., New York University

Joseph A. Fusaro, D. et U.* (1974)
Professor, Education (1983)
B.A., Rider College;
M.Ed., University of Vermont;
Ed.D., State University of New York at Albany

Rosellen M. Garrett, CRNP (1980)
Associate Professor, Nursing (1980)
B.S.N., College Misericordia;
M.S., University of Maryland;
F.N.P., Binghamton University;
Ph.D., Medical College of Pennsylvania

Marie Angelella George (1993)
Assistant Professor, health Administration
and Human Services (1993)
Chairperson, Health Administration
and human Resources (1996)
B.S., College Misericordia
M.S., University of Scranton
Ph.D., University of Pennsylvania

Darla Rae Germeroth (1989)
Associate Professor, Communication (1994)
Chairperson, Department of Communication (1995)
B.A., M.A., Kansas State University;
Ph.D., University of Denver

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

Thomas W. Gerrity, D. et U.* (1976)
Associate Professor, Education (1986)
B.S., University of Pennsylvania;
M.S., University of Scranton;
Ed.D., Columbia University

Satyajit P. Ghosh (1986)
Associate Professor, Economics/Finance (1992)
Chairperson, Department of Economics/Finance (1993)
B.A., Presidency College, India;
M.A., University of Calcutta;
M.A., Ph.D, State University of New York at Buffalo

Kingsley S. Gnanendran (1989)
Associate Professor, Operations and Information Management (1995)
B.S.C., University of Sri Lanka;
M.Eng., Asian Institute of Technology;
Ph.D., University of Tennessee

Irene Goll (1988)
Associate Professor, Management/Marketing (1994)
B.S., Pennsylvania State University;
M.A., University of Illinois;
Ph.D., Temple University

Deborah J. Gougeon (1979)
Associate Professor, Operations and Information Management (1988)
B.S., M.S., University of Scranton;
Ph.D., Walden University

Leonard G. Gougeon, D. et U.* (1974)
Professor, English (1982)
B.A., St. Mary's University, Halifax;
M.A, Ph.D, University of Massachusetts

Ralph W. Grambo, Jr., D. et U.* (1973)
Associate Professor. Economics/Finance (1978)
B.S., University of Scranton;
M.B.A., Ph.D., University of Pennsylvania

Ronald J. Grambo, C.P.A. (1976-77; 1980)
Associate Professor. Accounting (1985)
B.S., M.B.A., University of Scranton;
M.S., University of Scranton;
Ph.D., Pennsylvania State University

David Hair (1986)
Assistant Professor, Physical Education (1991)
B.S., M.Ed., East Stroudsburg University;
M.S., University of Scranton

Renee M. Hakim (1996)
Assistant Professor, Physical Therapy (1996)
B.S., University of Scranton;
M.S., University of Pittsburgh

David W. Hall (1985)
Associate Professor, Counseling and Human Resources (1991)
A.B., Lycoming College;
M.S., University of Scranton;
Ph.D., Pennsylvania State University
Licensed Psychologist
National Certified Counselor
Certified Rehabilitation Counselor

Joyce Hanks (1989)
Professor, Foreign Languages and Literatures (1995)
M.A., University of Wisconsin;
B.A., Ph.D, Washington University

Mary Jane Hanson (1996)
Assistant Professor, Nursing (1996)
B.S.N., Cedar Crest College;
M.S.N., Ph.D., University of Pennsylvania

Michael A. Hardisky (1984)
Professor, Biology (1995)
B.S., Lebanon Valley College;
M.S., Ph.D., University of Delaware

Patricia Harrington, R.N. (1984)
Assistant Professor, Nursing (1989)
Chairperson, Department of Nursing (1994)
B.S., Medgar Evers College;
M.S., Hunter-Bellevue School of Nursing;
M.Ed., Ed.D. Columbia University

Jean Wahl Harris (1987)
Associate Professor, Political Science (1993)
B.A., M.A., Ph.D., Binghamton University

Maurice J. Hart, Jr., D. et U. * (1963)
Professor, Chemistry (1971)
Chairperson, Department of Chemistry (1997)
A.B., Maryknoll College;
M.S., Ph.D., Fordham University

Eileen B. Hewitt (1982)
Assistant Professor, Management/Marketing (1988)
B.S., St. Joseph's College, Maine;
M.S., University of Hartford

John M. Hill (1981)
Associate Professor, English (1987)
B.A., Central College;
M.A., University of Illinois;
M.F.A., University of Iowa;
Ph.D. Cand., University of Illinois

Tim Hobbs (1997)
Assistant Professor. Education (1997)
B.A., M.A., Sonoma State University
Ph.D., Florida State University

Thomas P. Hogan (1985)
Professor, Psychology (1985)
B.A., John Carroll University;
M.A., Ph.D., Fordham University

Frank X.J. Homer, D. et U. * (1968)
Professor, History (1984)
A.B., University of Scranton;
M.A., Ph.D., University of Virginia

John S. Hopkins, D. et U. * (1967)
Assistant Professor, Physical Education (1970)
B.S., East Stroudsburg University;
M.S., University of Massachusetts

Sharon Hudacek, R.N. (1990)
Associate Professor, Nursing (1995)
B.S.N., M.S.N., College Misericordia;
M.Ed., Ed.D., Columbia University

Robert E. Hueston, D. et U. * (1968)
Associate Professor, History (1976)
A.B., College of the Holy Cross;
M.A., Ph.D., University of Notre Dame

Riaz Hussain, D. et U. * (1967)
Associate Professor, Economics/Finance (1985)
B.S., Forman College, Pakistan;
M.S., University of Panjab, Pakistan;
M.B.A., University of Scranton;
Ph.D., Johns Hopkins University;
Ph.D., Lehigh University
Certified Financial Analyst

Paul M. Jackowitz, C.D.P., C.C.P. (1977-80; 1982)
Assistant Professor. Computing Sciences (1982)
B.S. University of Scranton;
M.S., Rensselaer Polytechnic Institute

Elizabeth J. Jacob (1998)
Assistant Professor, Counseling/Human Services
B.A., New York University
M.S., University of Scranton
Ph.D., cand., Lehigh University

Jakub S. Jasinski (1987)
Associate Professor, Mathematics (1992)
Chairperson, Department of Mathematics (1996)
M.S., Ph.D. University of Gdansk

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

Bernard J. Johns, D. et U. * (1961)
Associate Professor, Mathematics (1979)
A.B., Wilkes College;
M.A., Bucknell University

Maria Poggi Johnson (1996)
Assistant Professor, Theology/Religious Studies (1996)
B.A., Oxford University;
Ph.D., University of Virginia

Roxanne T. Johnson (1993)
Assistant Professor, Accounting (1993)
B.A., University of Delaware;
B.B.A., University of Florida;
Ph.D., Pennsylvania State University

Francis X. Jordan, D. et U. * (1966)
Associate Professor, English (1976)
Chairperson, Department of English (1987)
A.B., M.A., University of Scranton;
Ph.D., St. Louis University

Prasadarao V. Kakumanu D. et U.* (1978)
Professor, Operations and Information Management (1984)
Chairperson, Department of Operations and Information Management (1987)
B.S., Andhra University;
M.S., Patna University;
M.S., Delhi University;
Ph.D., Cornell University

John R. Kalafut, D. et U. * (1965)
Professor, Physics/Electrical Engineering (1974)
B.S., University of Scranton;
M.S., University of Delaware

John Kallianiotis (1990)
Associate Professor, Economics/Finance (1996)
B.A., University of Thessalonika;
M.A., M.Ph., Ph.D., City University of New York

Thomas A. Kamla D. et U.* (1978)
Professor, Foreign Languages and Literatures (1987)
B.A., St. John's University, Minnesota;
M.A., Ph.D., University of Wisconsin

Jack Kasar (1993)
Assistant Professor, Occupational Therapy (1993)
Chairperson, Department of Occupational Therapy (1994)
B.A., West Chester University;
M.S., Virginia Commonwealth University;
Ph.D., University of Pennsylvania

Jan W. Kelly (1988)
Associate Professor, Communication (1988)
B.A., Pennsylvania State University;
M.A., San Francisco State University;
Ph.D., University of Minnesota

Lawrence W. Kennedy (1992)
Associate Professor, History (1998)
A.B., A.M., Ph.D., Boston College

Joseph Khazzaka (1994)
Associate Professor, Education (1994)
B.A., M.A., Lebanese University;
Ph.D., Stanford University

Richard O. King, Jr. (1995)
Major, U.S. Army
Assistant Professor, Military Science (1995)
B.A., Western Maryland College

Stephen L. Klingman, D. et U.* (1973)
Assistant Professor, Physical Education (1977)
B.S., M.S., Ithaca College

Richard Klonoski (1981)
Professor, Philosophy (1994)
B.A., University of Scranton;
M.A., Kent State University;
Ph.D., Duquesne University

Michael J. Knies (1996)
Assistant Professor, Library (1998)
B.A, M.A., Pennsylvania State University;
M.L.S., Rutgers University

Robert Koeis (1989)
Associate Professor, Political Science (1993)
B.A., St. Vincent College;
M.A., Ph.D., University of Pittsburgh

M. Jane Kopas, O.S.F. D. et U.* (1978)
Professor, Theology/Religious Studies (1993)
B.S., M.A., St. Bonaventure University;
Ph.D., Graduate Theological Union

Edmund M. Kosmahl (1983)
Associate Professor, Physical Therapy (1994)
B.S., M.S., Temple University;
Ed.D., Nova University

Gary G. Kwiecinski (1988)
Associate Professor, Biology (1993)
A.A., A.A.S., Rockland Community College;
M.S., Rutgers University;
Ph.D., Cornell University

Neela Lakshmanan (1987)
Assistant Professor, Mathematics (1987)
B.S., M.S., Mysore University;
M.A., Ph.D., State University of New York at Buffalo

Robyn Lawrence (1993)
Assistant Professor, Accounting (1993)
B.S., University of California;
M.S., California State University;
Ph.D., University of Houston

Linda Ledford-Miller (1985)
Associate Professor, Foreign Languages and Literatures (1992)
B.A., University of California, Irvine;
M.A., Pennsylvania State University;
M.A., Ph.D., University of Texas at Austin

John J. Levko, S.J. (1979)
Professor, Mathematics (1987)
Director, Eastern Christian Studies (1986)
B.A., M.S., Ph.D., Lehigh University;
S.T.B., Gregorian University;
M.A., John XXIII Institute, Maryknoll;
S.E.O.L., S.E.O.D., Pontifical Oriental Institute, Rome, Italy

Frank B. Linton (1997)
Assistant Professor, Accounting (1997)
B.A., Hofstra University;
J.D., New York University School of Law;
Ph.D., University of Houston

Deborah Eville Lo (1995)
Assistant Professor, Education (1995)
B.S., M.S., Florida State University;
Ph.D., University of Chicago

Frank J. MacEntee, S.J., D. et U. * (1965)
Professor, Biology (1973)
B.S., Spring Hill College;
M.S., Ph.D., The Catholic University of America

Marjorie A. Maddox, ANP (1997)
Associate Professor, Nursing (1997)
B.S.N., University of Virginia
M.S.N., St. Louis University
Ed.D., University of Georgia

Daniel Mahoney, C.P.A. (1984)
Associate Professor, Accounting (1996)
B.S., M.B.A., University of Scranton;
Ph.D., Syracuse University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

Dennis S. Martin (1985)
Associate Professor, Computing Sciences (1985)
B.S., Manhattan College;
M.A., University of Rochester;
M.S., Ed.D., State University of New York at Buffalo

David E. Marx (1987)
Associate Professor, Chemistry (1992)
B.S., East Stroudsburg University;
Ph.D., Binghamton University

Susan Fournier Mathews (1988)
Associate Professor, Theology/Religious Studies (1993)
B.A., St. Anselm College;
M.A., Ph.D., The Catholic University of America

Gary E. Mattingly (1983)
Professor, Physical Therapy (1997)
B.S., St. Ambrose College;
B.S., University of Scranton;
Ph.D., St. Louis University

Robert McCloskey, (1991)
Assistant Professor, Computing Sciences (1993)
B.S., University of Scranton;
M.S., Ph.D., Rensselaer Polytechnic Institute

Christine E. McDermott (1979)
Assistant Professor, Biology (1979)
B.A., California State at Fresno;
Ph.D., University of Tennessee

John W. McGinley, D. et U. * (1970)
Professor, Philosophy (1979)
A.B., College of the Holy Cross;
Ph.D., Boston College

John M. McInerney, D. et U.* (1966)
Professor, English (1977)
A.B., LeMoyne College
M.A., Ph.D., Loyola University, Chicago

Robert L. McKeage, D. et U.* (1974)
Associate Professor, Marketing/Management (1993)
B.S., M.B.A., University of Scranton;
M.A., Lehigh University;
Ph.D., Temple University

Ronald H. McKinney, S.J. (1984)
Professor, Philosophy (1996)
B.A., University of Maryland;
M.Div., Th.M., Weston School of Theology;
M.A., Ph.D., Fordham University

Rebecca June McMahon (1996)
Assistant Professor, Education (1996)
B.S., Southwest Texas State University;
M.S., University of Texas at Austin;
Ph.D., University of Southern Mississippi

Robert J. McTeigue, S.J., (1997)
Assistant Professor, Philosophy (1997)
B.A., M.A., Ph. D., The Catholic University
of America;
M. Th., Heythrop College, University of London

Sharon M. Meagher (1989)
Associate Professor, Philosophy (1995)
B.A., Boston College;
Ph.D., State University of New York at Stony Brook

Michael Ofosu Mensah (1987)
Associate Professor, Accounting (1992)
B.S., University of Ghana;
M.B.A., N.E. Louisiana University;
Ph.D., University of Houston

Rebecca L. Mikesell (1994)
Assistant Professor, Communication (1994)
B.S., M.S., Illinois State University;
Ph.D., Ohio University

Patrick Mohr, S.J., D. et U.* (1975)
Professor, Philosophy (1991)
B.A., M.A., Spring Hill College;
Ph.D., Georgetown University

Kenneth G. Monks (1990)
Associate Professor, Mathematics (1994)
B.S., Pennsylvania State University;
M.S., Ph.D., Lehigh University

Marlene Joy Morgan (1997)
Instructor, Occupational Therapy (1997)
B.S., Pennsylvania State University;
M.S., Texas Woman's University

Oliver J. Morgan, S.J. (1990)
Associate Professor, Counseling and Human
Services (1996)
Chairperson, Department of Counseling and
Human Resources (1997)
B.A., Fordham University;
M.F.T., Hahnemann Medical University;
M. Div., Weston School of Theology;
Ph.D., Boston University

Mary Elizabeth Moylan (1986)
Associate Professor (1995)
Assistant Librarian II (1990)
B.A., Marywood University;
M.L.S., Villanova University;
M.S., University of Scranton

Mary E. Muscari (1992)
Associate Professor, Nursing (1997)
B.S.N., Pace University;
M.S.N., P.N.P., Columbia University;
Ph.D., Adelphi University

Donna M. Narsavage-Heald (1993)
Assistant Professor, Chemistry (1993)
B.S., University of Scranton;
M.S., Ph.D., Rensselaer Polytechnic Institute

Hong V. Nguyen (1979)
Associate Professor, Economics/Finance (1985)
B.S., State University of New York at Brockport;
M.A., Ph.D., Binghamton University

John C. Norcross (1985)
Professor, Psychology (1990)
B.A., Rutgers University;
M.A., Ph.D., University of Rhode Island;
Clinical Internship, Brown University School of
Medicine
Licensed Psychologist

Kevin M. Nordberg, D. et U. * (1970)
Professor, Philosophy (1989)
A.B., Assumption College;
M.A., Ph.D., University of Notre Dame

Kevin R. Norris, D. et U.,* (1977)
Assistant Librarian II (1981)
B.S., M.L.S., University of Pittsburgh;
M.A., University of Scranton

John J. O'Malley, D. et U* (1968)
Associate Professor, Psychology (1971)
B.S., University of Scranton;
M.S., Ph.D., Ohio University

Alice O'Neill (1989)
Assistant Professor, Health Administration and
Human Resources (1993)
R.N., State University of New York at Endicott;
B.S., St. Joseph's College;
M.S., University of Scranton
Ed.D., Nova University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

Peter C. Olden (1993)
Assistant Professor, Health Administration and Human Resources (1994)
B.S., Miami University;
M.H.A., Duke University;
Ph.D., Virginia Commonwealth University

Masood Otarod (1988)
Associate Professor, Mathematics (1994)
B.S., Pahlavi University;
M.S., Sc.D. Columbia University

Ann A. Pang-White (1997)
Assistant Professor, Philosophy (1997)
B.A., Tung-Hai University;
M.A., Ph.D. Marquette University

William J. Parente (1970)
Professor, Political Science (1973)
A.B., Xavier University;
Ph.D., Georgetown University

Robert A. Parsons (1979)
Professor, Foreign Languages and Literatures (1991)
Chairperson, Department of Foreign Languages and Literatures (1988)
B.A., M.A., West Virginia University;
M.A., Ohio University;
Ph.D., Pennsylvania State University

Michelle Peet (1997)
Lecturer, Library (1997)
B.A., Mansfield University
M.S., Clarion University

Neil H. Penny (1996)
Instructor, Occupational Therapy (1996)
B.S., University of Birmingham;
M.S., St. Joseph's University

Paul M. Perdew (1985)
Associate Professor, Mathematics (1985)
B.A., Washington & Jefferson College;
M.A., University of Hawaii;
Ph.D., University of Idaho

Njegos Petrovic, D. et U.* (1967)
Professor, Foreign Languages and Literatures (1974)
A.B., Classical College, Belgrade, Yugoslavia;
M.A., Ph.D., University of Montreal

Virginia A. Picchietti (1995)
Assistant Professor, Foreign Languages and Literatures (1995)
B.A., Rosary College;
M.A., Ph.D., Indiana University

Charles Pinches (1990)
Professor, Theology/Religious Studies (1996)
B.A., Wheaton College;
M.A., Ph.D., University of Notre Dame

Richard Plishka (1986)
Associate Professor, Computing Sciences (1989)
Chairperson, Department of Computing Sciences
B.S., University Of Scranton;
M.S., M.B.A., Syracuse University

Susan Poulson (1990)
Associate Professor, History (1996)
B.A., George Washington University;
M.A., Ph.D., Georgetown University

Satyanarayana Prattipati (1990)
Associate Professor, Operations and Information Management (1996)
B.S., Andhra University;
M.B.A., Indian Institute of Management;
Ph.D., State University of New York at Buffalo

John B. Pryle, D. et U. * (1967 1969; 1972)
Assistant Professor, Sociology/Criminal Justice (1972)
Chairperson, Department of Sociology/Criminal Justice (1989)
B.S., University of Scranton;
M.A., Fordham University

Joseph L. Quinn, S.J. (1979)
Assistant Professor, English (1979)
A.B., Ph.L., A.M., Fordham University;
S.T.B., Woodstock College;
A.M., Ph.D., Harvard University

Murli Rajan (1989)
Associate Professor, Economics/Finance (1995)
B.C.A., Victoria University;
M.Comm., Delhi School of Economics, University of Delhi;
M.B.A., University of Scranton;
Ph.D., Temple University

William V. Rakauskas, D. et U. * (1969)
Professor, English (1979)
B.S., M.A., University of Scranton;
Ed.D., Temple University

Donna D. Ramos, D. et U.* (1974)
Assistant Librarian II (1978)
B.A., State University of New York at New Paltz;
M.S.L.S., State University of New York at Geneseo

Matthew M. Reavy (1998)
Assistant Professor, Communication (1998)
B.A., M.A., University of Scranton
Ph.D., University of Missouri - Columbia

Carol Reinson (1997)
Instructor, Occupational Therapy (1997)
A.A.S., Herkimer County Community College;
B.S., Utica College;
M.S., State University of New York at New Paltz

Vivian V. Ripley (1998)
Assistant Professor, Counseling/Human Services (1998)
B.S., Trenton State College;
M.S., Ed.D., University of Virginia

Joan Robbins (1991)
Associate Professor, English (1997)
B.A., Boston College;
M.F.A., D. F.A., Yale School of Drama

John B. Robertson, Jr. D. et U. * (1969)
Assistant Professor, Physical Education (1969)
B.S., Springfield College;
M.A., Trenton State College

Richard W. Rousseau, S.J. (1979)
Professor, Theology/Religious Studies (1979)
A.B., M.A., Boston College;
S.T.L., Faculties St. Albert de Louvain, Belgium;
S.T.D., St. Paul's University, Ottawa;
Ph.D., University of Ottawa

William Rowe (1990)
Professor, Philosophy (1996)
Chairperson, Philosophy (1995)
B.A., Allegheny College;
M.A., Pittsburgh Theological Seminary;
M.Phil., Institute for Christian Studies;
Ph.D., Duquesne University

Midori Y. Rynn, D. et U.* (1975)
Professor, Sociology/Criminal Justice (1992)
B.A., Sophia University;
M.A.L.S., University of Michigan;
M.A., Ph.D., Michigan State University

Thomas F. Sable, S.J. (1985)
Associate Professor, Theology/Religious Studies (1991)
B.A., Boston College;
M.S., Georgetown University;
M. Div., Jesuit School of Theology;
Ph.D., Graduate Theological Union

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

Robert P. Sadowski (1987)
Professor, Communication (1987)
B.A., Michigan State University;
M.S., Syracuse University;
Ph.D., University of Iowa

John P. Sanko (1990)
Associate Professor, Physical Therapy (1997)
B.S., M.S., East Stroudsburg State College;
Ed.D., Columbia University

Edward M. Scahill (1989)
Associate Professor, Economics/Finance (1994)
B.S., St. Bonaventure University;
M.A., Ph.D., Binghamton University

Carl Schaffer (1988)
Associate Professor, English (1991)
B.A., Farleigh Dickinson University;
M.A., University of Michigan;
M.F.A., University of Iowa;
Ph.D. Cand., University of Denver

Dennis L. Schrecengast (1995)
Captain, U.S. Army
Assistant Professor, Military Science (1995)
B.S., U.S. Military Academy

Rose Sebastianelli (1988)
Associate Professor, Operations and Information Management (1995)
B.S., Indiana University of Pennsylvania;
Ph.D., Pennsylvania State University

Robert W. Shaffern (1995)
Assistant Professor, History (1995)
B.A., DePaul University;
M.A., Ph.D., University of Notre Dame

Marc B. Shapiro (1996)
Assistant Professor, Theology/Religious Studies (1996)
B.A., Brandeis University;
Ph.D., Harvard University

Larry R. Sherman (1981)
Assistant Professor, Chemistry (1981)
B.S., Lafayette College;
M.S., Utah State University;
Ph.D., University of Wyoming

James R. Sidbury (1983)
Associate Professor, Computing Sciences (1983)
B.S., Duke University;
M.S., Ph.D., Auburn University

Joyce Simcoe Simutis (1997)
Instructor, English (1997)
B.A., University at Buffalo;
M.A., Ph.D. Cand., University of Illinois at Urbana-Champaign

Ugur "Tony" Sinay (1996)
Assistant Professor, Health Administration and Human Resources (1996)
B.S., M.S., Instanbul Technical University;
M.S., Ph.D., St. Louis University

Ronald Sinzdak, D et U.* (1962-65; 1970)
Associate Professor, Mathematics (1974)
B.S., King's College;
M.A., Fordham University;
Ph.D., University of Missouri

Carole S. Slotterback (1995)
Assistant Professor, Psychology (1995)
B.S., Wilson College;
M.S., New Mexico Highlands University;
Ph.D., Northern Illinois University

Robert A. Spalletta (1983)
Associate Professor, Physics/Electrical Engineering (1991)
Chairperson, Department of Physics/Electrical Engineering (1995)
B.S., Stevens Institute of Technology;
MS., Ph.D., University of Rochester

Marianne E. Staretz (1997)
Lecturer, Chemistry (1997)
B.S., University of Scranton
Ph.D., State University of New York at Binghamton

E. Springs Steele (1979)
Professor, Theology/Religious Studies (1996)
B.A., M.A., Ph.D., University of Notre Dame

J. Michael Strong, D et U. * (1972)
Associate Professor, Physical Education (1982)
B.S., Concord College;
M.S., West Chester State College

Michael Sulzinski (1990)
Associate Professor, Biology (1995)
B.S., Pennsylvania State University;
Ph.D., Cornell University

Delia A. Sumrall (1992)
Associate Professor, Management/Marketing (1995)
B.S., M.B.A., University of Southern Mississippi;
D.B.A., Mississippi State University

Terrence E. Sweeney (1992)
Associate Professor, Biology (1998)
B.A., Colgate University;
M.S., Ph.D., University of Rochester

Narda Tafuri (1994)
Assistant Professor, Library (1996)
B.A., State University of New York at Oneonta;
M.A., New York University;
M.S., State University of New York at Albany

Nabil Tamimi (1993)
Associate Professor, Operations and Information Management (1997)
B.S., Penn State University;
M.B.A., University of Scranton;
Ph.D., Temple University

Charles E. Taylor, C.D.P., D. et.U.* (1974)
Associate Professor, Computing Sciences (1983)
B.S., M.B.A., West Virginia University

Len Tischler (1990)
Associate Professor, Management/Marketing (1997)
B.A., Wabash College;
M.B.A., Ph.D., University of Maryland

Anne Marie Toloczko (1992)
Associate Professor, Counseling and Human Resources (1998)
B.A., M.A., Marywood University;
Ph.D., Lehigh University;
Licensed Psychologist

Daniel S. Townsend (1987)
Associate Professor, Biology (1992)
Chairperson, Department of Biology
B.A., College of the Holy Cross;
M.S., Central Michigan University;
Ph.D., State University of New York at Albany

Susan Trussler (1985)
Associate Professor, Economics/Finance (1992)
B.Sc., London School of Economics;
M.S., Ph.D., Pennsylvania State University;
A.P.C. New York University

Gretchen VanDyke (1994)
Assistant Professor, Political Science (1994)
B.A., Trinity College;
M.A., Ph.D., University of Virginia

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

Argyrios C. Varonides (1989)
Associate Professor, Physics/Electrical Engineering (1998)
B.S., University of Thessalonika;
M.S., Temple University;
Ph.D., Drexel University

Joe A. Vinson, D. et U.* (1974)
Professor, Chemistry (1990)
B.S., University of California, Berkeley;
M.S., Ph.D., Iowa State University

Janice Voltzow (1996)
Associate Professor, Biology (1998)
B.S., Yale University;
Ph.D., Duke Univesity

Carol Ann Wilkie Wallace (1981)
Assistant Professor, Communication (1982)
B.A., M.A., Wayne State University;
Ph.D., University of Iowa

Roger D. Wallace, D. et U.* (1976)
Associate Professor, Communication (1981)
A.B., Butler University;
M.A., Bowling Green University;
Ph.D., University of Michigan

William G. Wallick (1998)
Instructor, Health Administration/Human Resources (1998)
B.S., Marywood University
M.S., University of Scranton
Ph.D. cand. Pennsylvania State University

Cheng-Yee Wang (1981)
Publications Librarian (1988)
Assistant Librarian II (1990)
B.A., National Taiwan University;
M.L.S., Villanova University
M.S., University of Scranton

Edward F. Warner, D. et U.* (1964)
Professor, Communication (1980)
A.B., King's College;
M.S., University of Scranton

Joan M. Wasilewski (1988)
Associate Professor, Chemistry (1994)
B.S., King's College;
Ph.D., University of Pennsylvania

Robert M. Weir, Jr. (1993)
Assistant Professor, Education (1993)
B.S., M.Ed., M.S., Shippensburg University;
Ed.D., Montana State University

Daniel West (1990)
Associate Professor, Health Administration and Human Resources (1994)
B.S., M.Ed., Ph.D., Pennsylvania State University

Joseph Kenneth Wetherall (1995)
Lieutenant Colonel, U.S. Army
Professor, Military Science (1995)
B.S., University of Vermont;
M.S., Florida Institute of Technology

Stephen E. Whittaker (1983)
Professor, English (1994)
B.A., M.A., Ph.D., University of Texas

David A. Wiley (1988)
Associate Professor, Education (1992)
B.S., M.S., Ph.D., Temple University

Joseph P. Wilson (1985)
Associate Professor, Foreign Languages and Literatures (1992)
B.A., University of Toledo;
Ph.D., University of Iowa

Gary N. Wodder, D. et U.* (1974)
Associate Professor, Physical Education (1997)
Chairperson, Department of Physical Education (1974)
B.S., M.A., Ph.D., Northwestern University

Loreen Wolfer (1996)
Assistant Professor, Sociology/Criminal Justice (1997)
B.A., Franklin and Marshall College;
M.A., Ph.D., Cornell University

Francis J. Wormuth (1979)
Assistant Professor, Management/Marketing (1979)
B.S., University of Scranton;
J.D., Duquesne University School of Law;
L.L.M., Boston University School of Law

Zhong Cheng Xiong (1988)
Associate Professor, Mathematics (1996)
B.S, Wuhan University;
M.S., Ph.D., Lehigh University

Christine A. Zakzewski (1992)
Associate Professor, Physics/Electrical Engineering (1998)
B.S., Rutgers University, Pistcataway;
M.S., Ph.D., Rutgers University Graduate School of New Brunswick

Margarete Lieb Zalon, R.N.C.S. (1988)
Associate Professor, Nursing (1994)
B.S.N., Duke University;
M.A., Ph.D., New York University

Joseph R. Zandarski, C.P.A., D. et U. * (1951)
Professor, Accounting (1971)
B.S., University of Scranton;
M.B.A., New York University;
Ph.D., University of Pittsburgh

Habib Zanzana (1995)
Assistant Professor, Foreign Languages and Literatures (1996)
B.S., M.A., Ph.D., Indiana University

John M. Zych (1991)
Associate Professor, Management and Marketing (1997)
B.S., Worcester Polytechnic Institute;
M.B.A., Babson College;
D.B.A., Boston University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

Anthony Agati (1995)
Assistant Director, Student Activities (1995)
B.A., Allegany College
M.A., Indiana University of Pennsylvania

Marilyn Andres (1997)
ECRC Trainer (1997)
B.S., Binghamton University
A.A.S., Broome Community College
A.S.I.S., Broome Community College

Mary Kay Aston (1993)
Associate Chemistry Lab Supervisor (1993)
B.S., Marywood University

Kevan Bailey (1985)
Print Shop Production Manager (1994)

Michael Baker (1997)
ECRC Trainer
B.S., Kings College

Ann Clark Bass D. et U. * (1978)
Assistant Dean & Director of Credit Programs
Dexter Hanley College (1995)
B.M., Marywood University;
M.A., Northeast Missouri State University

Regina Bennett (1987)
Assistant Dean, Graduate School (1996)
B.A., M.S., University of Scranton

Cathy Bishop(1991)
Accounts Payable Manager (1997)

Peter J. Blazes (1991)
Director of International Student Affairs (1991)
B.A., Widner University;
Ed.M., Boston University

Cheryl Y. Boga (1981)
University Singers/Band Director (1982)
B.M., Marywood University

Gary Bolus (1996)
Research Technician, Molecular Biology (1996)
B.A., Mansfield University

Gail Bontrager (1996)
Help Desk Technical Coordinator,
Information Resources (1996)
B.A., M.P.A., Indiana State University

Geri Maier Botyrius (1992)
Academic Advisor, CAS Advising Center (1992)
B.A., King's College;
M.S., University of Scranton

Brenda Brewer (1993)
Internal Auditor (1993)
B.S., Bloomsburg University

Paul Brown (1987)
Director of Public Relations (1987)
B.A., Simpson College;
MS., Columbia University

William Buckley (1990)
Financial Area Coordinator of Systems Development (1990)
B.S., Bloomsburg University

Keri Budnovitch (1996)
Assistant Help Desk Coordinator,
Information Resources (1996)
B.S., Marywood University

Kenneth S. Buntz (1979)
Sports Information Director (1979)
A.A., Keystone Jr. College;
B.A., University of Scranton

Ray Burd (1989)
Director of Printing and Mailing Services (1994)
B.S., Empire State College;
M.S., Shippensburg University

William R. Burke (1986)
Director of Financial Aid (1990)
B.S., Bloomsburg University;
M.B.A., University of Scranton

Gina Butler (1992)
Assistant Dean, CAS (1995)
B.A., Pennsylvania State University;
M.S., University of Scranton

Mark Butler (1994)
Education and Training Manager, ECRC (1994)
B.S., Pennsylvania State University

Eileen Callahan (1994)
Director of Research Services (1996)
B.A., University of Pennsylvania;
M.S., University of Scranton

Maureen Castaldi (1985)
Database/Software Analyst, Systems
and Software Resources (1996)
B.S., University of Scranton

Jeffrey Chirico (1996)
Admissions Counselor (1996)
B.A., University of Scranton

Marilyn Coar, D. et U.* (1948)
Executive Assistant for Trustee Affairs (1997)
Executive Assistant to the President (1973)
B.A., Rosemont College

Cheryl Collarini (1980)
Recruiting Coordinator (1997)
B.S., University of Scranton

Robert Collins (1992)
Director, Systems and Software Resources (1996)
B.S., East Stroudsburg University

Michael Connolly (1997)
Director of Residence Life (1997)
B.S., Rhode Island College
M.A., Fairfield University

Sharon Conway (1988)
Database Management Systems Specialist (1996)
B.S., University of Colorado

Lisa Cornell (1983)
Project/Support Team Leader,
Systems and Software Resources (1996)
B.S., University of Scranton

Joseph Cortese, SPHR (1990)
Assistant Director, Human Resources/
Benefits Manager (1992)
B.S., King's College;
M.S., University of Scranton

Margaret E. Craft (1988)
Assistant Director of Library for Technical Services/
Automation/Special Services (1996)
A.B., Central Michigan University;
M.A., University of Scranton;
A.M.L.S., University of Michigan

Francis Crovetti (1995)
Director of Development and Gift Planning (1997)
B.S., Drexel University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

Mark Cruciani (1998)
Purchasing Agent (1998)
B.S., University of Scranton
M.H.A., Wilkes University

Robert Curley (1994)
Senior Systems Administrator,
Systems and Software Resources (1996)
B.S., Fairfield University;
M.A., Beaver College

Lisa Currie (1996)
Assistant Wellness Director (1996)
B.A., M.S., University of Wisconsin

Marianne Czernysz (1987)
Assistant Dean, CAS (1996)
B.S., Regis University;
M.S., University of Scranton

Stephen A. Dembrosky (1980)
Chief of Security (1980)

Maurice DePuy (1993)
Director of Public Safety (1993)
B.A., St. Leo College

James Devers, AIA (1985)
Director of Physical Plant (1989)
Associate Degree, Luzerne County Community College;
B.S., University of Scranton

Dawn Donohue (1993)
Assistant Dean of Admissions (1996)
B.S., University of Scranton

Mildred Matthews Doyle, R.N., C. (1988)
Nurse, Student Health Services (1988)
R.N., Hahnemann Hospital School of Nursing;
B.S.N., University of Scranton

Sharon Evans (1979)
Assistant Director, Public Safety (1989)
Parking/Traffic Manager (1994)
B.S., East Stroudsburg University

Barbara Evans-Mericle (1990)
National Board Certified Counselor
Counselor, Counseling Center (1990)
B.A., Lockhaven University;
M.S., University of Scranton

Mary Lee Ferguson (1998)
Research Technician, Biology (1998)
B.S., University of Scranton

Gustavo Fernandez (1996)
Software Analyst, Desktop and
Instructional Resources (1996)
B.S., Bloomsburg University

Rebecca Finn (1997)
Admissions Counselor (1997)
B.A., University of Scranton

Stephen Fisk (1991)
Employment Manager, Human Resources (1991)
B.S., University of Scranton

Raul Fonts (1997)
Director of Admissions (1997)
B.S., Kings College
M.S., LaSalle University

Julie Foreman (1993)
Assistant Director, Public Safety (1993)
B.A., Theil College;
B.A., Indiana University of Pennsylvania

James Franceschelli (1982)
Director, Desktop and Instructional Resources (1996)
A.S., Pennsylvania State University

James Gaffney (1997)
Director of Operations and Maintenance (1997)
B.S., Kings College
M.S., Navel Postgraduate School

Peter Galbraith (1997)
Director of Corporate and Foundation Relations (1997)

Timothy Gallen (1996)
Admissions Counselor (1996)
B.S., University of Scranton

Elaine Gayman (1993)
Grant Accountant (1993)
B.S., King's College;
M.B.A., University of Scranton

William Genello (1984)
Associate Director of Public Relations (1987)
Manager of University Publications (1992)
B.A., St. Bonaventure University

Marie George (1993)
Director of Planning and Institutional Research (1997)
B.S., College Misericordia
M.S., University of Scranton
Ph.D., University of Pennsylvania

Christopher Giardina (1991)
Manager, Special Projects (1992)
ECRC Lab Technician (1993)
B.S., Rutgers University;
M.B.A., University of Scranton

Stephen Gilbody (1997)
Network Administrator, Network Resources (1997)
A.S., Williansport Area Community College

Frank Gilmartin (1990)
Career Experience Coordinator (1997)
B.S., M.S., University of Scranton

Janet N. Gilroy (1983)
Director of Admissions, Dexter Hanley College (1995)
B.S., M.S., University of Scranton

William Gilroy (1980)
Manager, News and Information Services (1996)
B.S., M.S., University of Scranton;
M.A., University of Notre Dame

Barbara Gleason (1982)
Assistant Dean, School of Management (1995)
Director of SOM Advising Center (1988)
B.S., M.S., University of Scranton

Deborah Goonan (1993)
Logistics Support Specialist (1995)
B.S., Marywood University

James Goonan (1987)
Director of Graduate Admissions (1990)
B.S., M.B.A., University of Scranton

Lucia Granito (1983)
Assistant to Comptroller (1983)
B.S., M.B.A., University of Scranton

Sharon Grasso (1985)
Director of Advising Center,
Dexter Hanley College (1995)
B.S., M.A., University of Scranton

Ellen Greaven, N.C.C. (1990)
Associate Campus Minister (1990)
B.S., M.S., University of Scranton

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

John Greggo (1997)
Coordinator, Counseling Training Center (1997)
B.S.W., Mansfield University
M.S.W., Marywood University

Barbara Griguts (1991)
Academic Counselor, SOM Advising Center (1991)
B.A., Pennsylvania State University;
M.S., University of Scranton

William Gunshannon (1989)
Departmental Systems Administrator (1992)

Denise Gurz (1995)
Assistant Bursar (1995)
B.S., Bloomsburg University

Mark Halligan (1997)
Admissions Counselor (1997)
B.S., University of Scranton

Sean Hanlon (1995)
Annual Fund Specialist (1995)
B.A., University of Scranton

Margaret Hazen (1985)
Supervisor, Instructional Technologies, Desktop and Institutional Resources (1996)
B.A., University of Scranton

Karen Heckman (1989)
Media Resources Collection Supervisor (1993)
A.A., University of Scranton

Judith R. Henning (1988)
Director, Learning Resources Center (1988)
B.S., M.S., Marywood University

Larry J. Hickernell (1984)
Project Manager, World Wide Web, Network Resources (1996)
A.S.B., Central Pennsylvania Business School
B.A., University of Scranton

Terry Hocking (1990)
Programmer, Systems and Software Resources (1996)
A.S., Lackawanna Junior College

Kathryn Holecko (1992)
Project Program Coordinator, Continuing Education (1996)

Mary Beth Holmes (1992)
Director of Radio and Television (1996)
B.A., University of Scranton;
M.S., Ph.D. Cand., Syracuse University

Barbara Hontz (1997)
Biology Lab Supervisor (1997)
B.S., M.S., University of Scranton

Cindy Hricko (1985)
Project/Support Team Leader, Systems and Software Resources (1996)
B.S., University of Scranton

Margaret Hynosky (1993)
Assistant Director of Financial Aid (1993)
B.A., University of Scranton

Jane Johnson (1990)
Assistant Supervisor, Intramurals/Recreation (1996)
B.S., Marywood College
M.S., University of Scranton

Karen Jones (1992)
Assistant Registrar (1995)
B.A., Wilkes University

Rose Ann Jubinski (1984)
Project/Support Team Leader, Systems and Software Resources (1996)
B.S., M.B.A., University of Scranton

Annette Barosi Kalwaytis (1982)
Library Associate, Circulation Supervisor (1985)
B.S., M.S., University of Scranton

Janice Kane (1986)
Supervisor, Intramurals/Recreation (1996)
B.A., M.S., University of Scranton

Theresa Kaplan (1988)
Consultant Manager, SBDC (1990)
B.S., MS., University of Scranton

Marie Karam (1988)
Director of the Language Learning Center (1994)
B.A., Marywood University;
M.A., Pennsylvania State University

Paulette Karlavige (1989)
Payroll Supervisor (1995)

Ann Kasmierski (1987)
Systems Specialist, Library (1993)

Sean Kenney (1994)
Admissions Counselor (1996)
B.S., University of Scranton

Theresa Kilker (1987)
Office/Operations Manager, Student Affairs (1996)

Robert Klem (1987)
Software Analyst, Systems and Software Resources (1996)
B.S., Marywood University

Mark Knight (1996)
Director, University of Scranton Campus School (1996)
B.S., Michigan State University;
M.Ed., Ph.D., Arizona State University

Donna M. Kocis, D. et U. * (1972)
Supervisor, Data Processing and Controls, Systems and Software Resources (1996)

Kathleen R. Kopcik, N.C.C., D. et U.* (1974)
National Board Certified Counselor
Counselor, Counseling Center (1974)
A.B., Marywood University;
M.S., University of Scranton

Christopher Krall (1994)
Systems Administrator, Systems and Software Resources (1996)
A.S., Pennsylvania State University

Francis Kranick (1994)
CAD Operator/Draftsman (1994)
A.S., Johnson School of Technology

Marc Kudrich (1997)
Bursar (1997)
B.S., M.S., University of Scranton

Anthony J. Laboranti (1990)
Supervisor, Building/Grounds (1990)

Brendan G. Lally, S.J. (1986)
Associate Campus Minister (1986)
B.S., University of Scranton;
M.Div., Weston School of Theology;
M.P.S., Loyola University

Ruth Lancia, R.N., C. (1991)
Nurse, Student Health Services (1991)
R.N., Presbyterian University of Pennsylvania Medical Center;
B.S., University of Scranton

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

Richard Larsen (1993)
Technical Director of Theatre (1993)
B.S., Northern Arizona University;
M.F.A., San Diego University

Zim E. Lawhon, D. et U. * (1964)
Registrar Emeritus (1989)
Advisor, Academic Advising Center (1989)
Col., U.S. Army-Ret.
Professor of Military Science (1964)
A.B., M.S., Princeton University

Hal Lewis (1991)
Director of Development Operations and
Campain Manager (1997)

Jeanette Lewis (1983)
Assistant Director, Office of Instructional
Development (1997)
B.S., University of Scranton

Eloise Libassi (1996)
Grants Information Specialist (1996)
B.A., University of Maryland;
M.A., Boston College

Mason Linn (1991)
Program Manager, ECRC (1991)
A.B., Bucknell University;
M.B.A., University of Scranton

Francene Liples (1992)
Senior Designer, University Publications (1997)
B.F.A., Marywood University

Deanne Loftus (1989)
Project Consultant/Inst.-CCF (1994)
B.S., Indiana University of Pennsylvania

Kenneth Loftus, S.J. (1995)
Associate Campus Minister (1995)
B.A., Worcester State College;
M.Div., Jesuit School of Theology

Francis Lovecchio (1997)
Director of Intercollegiate Athletics (1997)
B.S., University of Scranton
M.Ed., Temple University

Kristen Maile (1995)
CPI Accountant (1995)
B.S., University of Scranton

Lorraine Mancuso (1982)
Assistant Director, Systems and
Software Resources (1996)
B.S., M.B.A., University of Scranton

Donald Mannick (1990)
Laboratory Equipment Manager (1990)
E.E.T., Penn State University

Alan Mazzei (1994)
Director, Corporate and Foundation Relations (1994)
B.A., University of Scranton

Mary Ann McAndrew (1981)
Assistant Director, Learning Resources Center (1995)
B.S., University of Scranton

Susan McCrea (1988)
Systems Coordinator for Residence Life (1996)

Constance E. McDonnell (1983)
Assistant Director, Career Services (1983)
B.A., University of Denver;
M.A., Marywood University

Ellen E. McGuire (1988)
Associate Director, Financial Aid (1990)
B.A., Pennsylvania State University;
M.S., University of Scranton

Aileen McHale (1988)
Project Leader, Information Resources (1996)
B.S., King's College

John F. McNamara, D. et U.* (1975)
Comptroller (1982)
B.S., University of Scranton

Vincent Merkel D. et U.* (1978)
Senior Consultant, Desktop
and Instructional Resources (1996)
B.S., University of Scranton

Darlene Miller-Lanning (1991)
Director, University Art Gallery (1992)
B.F.A., Wilkes University;
M.F.A., Marywood University;
Ph.D., Binghamton University

Maria Montenegro (1990)
Business Consultant, SBDC (1990)
B.S., Georgetown University
M.B.A., University of Scranton

Thomas Moore (1997)
Program Manager - ECRC (1997)
A.S.E.E., Fayettville Technical Institute

William Morris (1991)
Outreach Consultant, ECRC/McDade Center (1991)
B.S., University of Scranton

Danielle L. Morse (1991)
Software Support Analyst/ WAN Support,
Desktop and Instructional Resources (1996)
B.S., Wilkes University

Lawrence J. Morton, D. et U. * (1969)
Assistant to Vice President for Student Affairs (1992)
A.B., St. Bonaventure University;
M.S., Syracuse University;
M.S., University of Scranton;
D. Ed., Pennsylvania State University

Harry Mumford, P.E. (1988)
Senior Outreach Consultant, ECRC (1988)
B.S., Pennsylvania State University

James Muniz (1990)
Director of ADP/DPD, Reading Specialist (1997)
B.S., Kutztown State College;
M.S, Marywood University;
M.S., University of Scranton

Mark Murphy (1991)
Physical Plant Specialist (1991)
B.S.E.E., Wilkes University

Evelyn H. Nadel (1989)
Director of Commuter/Off-Campus Affairs and
Orientation (1991)
B.A., William Penn College;
Ed.M., State University of New York at Buffalo

JoAnn Nicoteri-Cecchini (1985)
Nurse-Practitioner, Student Health Services (1995)
B.S.N., University of New York at Binghamton;
M.S., F.N.P., Binghamton University

Mark Noll
Prospect Researcher (1997)
B.A., King's College

Lisa Notarianni (1991)
Manager, Business and Telecommunication Services,
Network Resources (1996)
A.S., Lackawanna Junior College

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Phillip Odom (1996)
Counselor/Minority Recruitment, Admissions (1996)
B.S., University of Scranton

Anthony Pamelia (1994)
Physics Lab Staff (1994)
B.S., M.S.,University of Scranton;
M.S., Weston School of Theology;
M.S., University of Massachusetts at Lowell

Diane Pancoska (1996)
Lab Technician, Molecular Biology (1996)
B.S., Cedar Crest College;
M.S., Medical College of Pennsylvania

G. Donald Pantle, S.J. (1980)
Associate Campus Minister (1980)
B.A., Bellamine College;
M.A., Middlebury College

Frank D. Parker, D. et U. * (1969)
Purchasing Agent, Purchasing Department (1991)
B.S., University of Scranton

Barbara Parkman (1998)
Director, Nonprofit Resource Center (1998)
B.S., Williams College

Margaret Parsons (1996)
Academic Counselor, SOM Advising Center (1996)
B.S., Pennsylvania State University;
M.A., University of Scranton

Paul Perhach (1982)
Director of Career Services (1982)
B.A., King's College;
M.S., Marywood University

Joseph Perri (1996)
Technical Analyst-ECRC (1996)
B.S., Marywood University

Harold Phillips (1997)
Lan Administrator/Lab Support Analyst (1998)
A.S., Keystone College

Nelson Pinto (1990)
ECRC/FCIM Project Engineer (1992)
B.S., M.B.A., University of Scranton

Patricia Popeck, R.N., C., M.S. (1987)
Director of Student Health Services (1987)
B.S., University of Virginia;
M.S., University of Scranton

Dianne Posegate (1993)
Assistant Dean - Panuska College (1997)
B.S.N., Alfred University;
M.S., University of Rochester

Terri Proctor (1988)
Manager, Information Center & ID Card Services, Network Resources (1996)
B.S., University of Scranton

Carol Radle (1996)
Budget Coordinator, Treasurer's Office (1996)
B.S., Marywood University

Rajendra Redkar (1995)
MBI Research Assistant (1995)
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ECRC/FCIM Project Engineer (1993)
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Raymond Rignanesi (1997)
Senior Network Administrator (1997)
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Coordinator, Eastern Christian Studies (1986)
Assistant Professor, Art & Music (1987)
B.Mus., Alverno College;
M.A., New York University;
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Advanced Studies, Villa Schifanoia Graduate School of Fine Arts, Florence, Italy;
Ph.D., The Catholic University of America;
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Sr. Judith Roemer (1987)
Assistant Director, Institute for Contemporary Spirituality (1987)
B.A., Silver Lake College;
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Director, Annual Giving Program (1995)
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Associate Director Alumni Relations (1997)
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Project Leader, Systems and Software Resources (1996)
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Academy of Criminal Justice Sciences
American Assembly of Collegiate Schools of Business
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Higher Education
American Council on Education
Association of American Colleges
Association of Catholic Colleges and Universities
Association for Computing Machinery
Association for Gerontology In Higher Education
Association of Governing Boards of Universities and Colleges
Association of Jesuit Colleges and Universities
Association of University Programs in Health Administration
Commission for Independent Colleges and Universities
Council of Undergraduate Programs in Psychology
Council on Undergraduate Research
Institute for Electrical and Electronic Engineers
International Federation of Catholic Universities
Mid-Atlantic Regional Nursing Association
National Association of Boards of Examiners of Nursing Home Administrators
National Association of Independent Colleges and Univesities
National Catholic Education Association
National League for Nursing
Northeastern Pennsylvania Independent Colleges
Pennsylvania Association of Colleges and Universities
Pennsylvania Health Care Association
Pennsylvania Higher Education Nursing Schools
Pennsylvania State Board of Examiners of Nursing Home Administrators
Society for College and University Planning
Tuition Exchange Program

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The University of Scranton
Campus Map

Alphabetic Listing of Campus Buildings

1 Alumni House H7
2 Alumni Memorial Hall H9
3 Blair House (Wellness) E3
4 Bookstore .I8
5 Bradford Apts .I6
6 Wm J Byron Recreation Complex E6
7 Cambria House (Business) I2
8 Campion Hall (Jesuit Residence) .I8
9 Casey Hall F5
10. Centennial Fountain St. Ignatius Sculpture G5
11 Christ the Teacher H6
12 Clover Hall H4
13 Communications Wing, St. Thomas Hall F6
14 Conservatory, Quain Memorial H8
15 DeNaples Field A5
16 Denis Edward Hall F4
17 Driscoll Hall F3
18 Eastern Christian Studies Center .I3
19 Elm Park Annex .I9
20. The Estate H8
21 Fayette House (Spanish) F3
22 Fitch Hall F5
23 Fitzpatrick Field .G11
24 The Gallery .I7
25 Galvin Terrace G6
26 Gannon Hall .G4
27 Gavigan Hall (Residential College) .O4
28 Gonzaga House (Education) .E3
29 The Grove .O7
30. Gunster Memorial Student Center .G5
31. Haley Hall E4
32. Hannan Hall .E5
33 Harper-McGinnis Physics Wing, St. Thomas Hall .F7
34 Health, Education and Human Resources Building K1D
35. Hill House .C4
36 Hopkins House (Community Service) D4
37 Houlihan-McLean Center L7
38 Hyland Hall L8
39 Jacob and the Angel Sculpture E5
40. Jerrett Apts. K7
41 Kostka House (Wellness) D4
42 Leahy Hall Residence K9
43 Leahy Hall K9
44 Lavis Hall G4
45 Library, Harry and Jeanette Weinberg Memorial H6
46. Literary and Performing Arts, McDadeCenter for I6
47 Live Arts House E1
48 John J. Long Center E6
49 Loyola Hall at Science G8
50. Luzerne House E4
51. Lynett Hall E5
52 Maintenance Building .B4
53 Martin Hall F5
54 McCarmick Hall G4
55 McCourt Hall F5
56 Molecular Biology and Medicine Institute G9
57 Monroe House K3
58 Montgomery House .I2
59 Nevils Hall F4
60. O'Hara Hall K8
61 Parking and Public Safety Pavilion I5
62 Pati Hi Solidur Park C6
63 Redington Hall .C4
64 Rock Garden, Sheila Jordan Murray Memorial H7
65. Rock Hall .I4
66 Royal Courts at DeNaples Field A5
67. Saint Thomas Hall .G6
68 Scranton Hall I8
69 Smurfit Arts Center L4
70. Somerset Apts .I7
71 Southwell House Theatre) D3
72 Tioga House (Technology House) E2
73 Wayne House (United Colors) .I3
74 Wellness Center, Patrick and Marie Rache D2
75 Westmoreland House E3
76 Wyoming House I6

Where to Find it On Campus

(numbers in parentheses refer to map key)

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Alumni Relations (1)
Arts and Sciences, College of (67)
Bursar (67)
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Center for Public Initiatives (33)
Continuing Education (33)
Collegiate Hall (63)
Collegiate Volunteers (30)
Development Office (68)
Dexter Hanley College (24)
Electronic Commerce Resource Center (13)
Eagen Auditorium (30)
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Graduate School (20)
Human Resources (67)
Information and Reception Center (67)
Madonna della Strada Chapel (65)
Management, Arthur J. Kania School of (60)
Murray Royals Room (6)
News and Information Service (20)
J.A. Panuska, S.J., College of Professional Studies (34)
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Public Safety (61)
Purchasing (17)
Registrar (67)
Residence Life Office (59)
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Small Business Development Center (33)
St. Ignatius Chapel (67)
Student Affairs (30)
Technology Transfer, McDade Center for (33)
Treasurer's Office (67)
WUSR-FM (13)
Women's Center (22)

Parking

A Visitors – Check in at Public Safety Office
B Alumni Memorial Hall
C St. Thomas Hall
O St. Thomas Hall
F Long Center rear
G Redington Hall
H Paty Hi Solidur Park
K Gunster Student Center
L Monroe Avenue
K O'Hara Hall
M Smurfit Arts Center
P Rock Hall
O Madison Avenue
R Clover Hall
S Jefferson Avenue
T Parking and Public Safety Pavilion

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